

TCAP WRITING

TEST ADMINISTRATION MANUAL
2007



State of Tennessee Department of Education
Assessment, Evaluation and Research Division

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February 2007 Writing Assessment Updates

Time Limit Change

Eleventh grade students will have a new testing time limit of thirty-five minutes.

Absentee Reporting Change

The Writing Assessment will not have a separate Absentee Form this year. An answer document with completed demographics should be turned in for every absent student. The absent circle in the Absentee Status Box should be darkened only if the student is absent on both the testing and make-up day. This answer document should be placed under the Group Information Sheet with the scoreable answer documents.

Participation Changes

Fifth grade Home School students will participate in the 2007 Writing Assessment.

Answer Document Changes

All the student demographic information is on page one of the answer document.

There is a separate answer document for students in grades 5, 8, and 11, who qualify to take the TCAP Writing Alternative Assessment. Only TCAP Alt students will use this answer document.

Online Updates

Submit all Report of Irregularity forms in the Breach Envelope. All RI forms must be submitted online on the TCAP Reports website.

An answer document bubbled absent must be completed and scanned for each student requesting a medical exemption. Medical Exemption forms should be returned in the Breach Envelope. The medical exemption request should be entered on the TCAP Reports website on an RI form.

Check student demographic information on the new Measurement website.

School Group Lists do not need to be submitted online for the Writing Assessment.

Katrina/Rita Hurricane Disaster Coding

Identify any student evacuees by completing the following on the student answer document. Use the State Use Only Section. Bubble C1 to identify Katrina evacuees and bubble C2 to identify Rita evacuees.

First Year ELL Exempt Coding

ELL students who are enrolled for the first year in an American school and do not participate in the TCAP Writing Assessment grid B1 in the State Use Only Box.

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SECTION I: TEST SECURITY

TEST SECURITY AND THE LAW

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.
[Acts 1992, ch. 535, 4.]

Standard copyright laws must be maintained at all times. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time; before, during, or after test administration.

Test material shall not be copied, filed, or used directly in instructional activities. Specific excerpts from test or paraphrased portions of the test may not be used to create study guides or classroom resources.

Discussion of the test content or specific items with students, parents, or professional colleagues is prohibited, to protect the validity of the test.

STATE TEST SECURITY MEASURES

The State will:

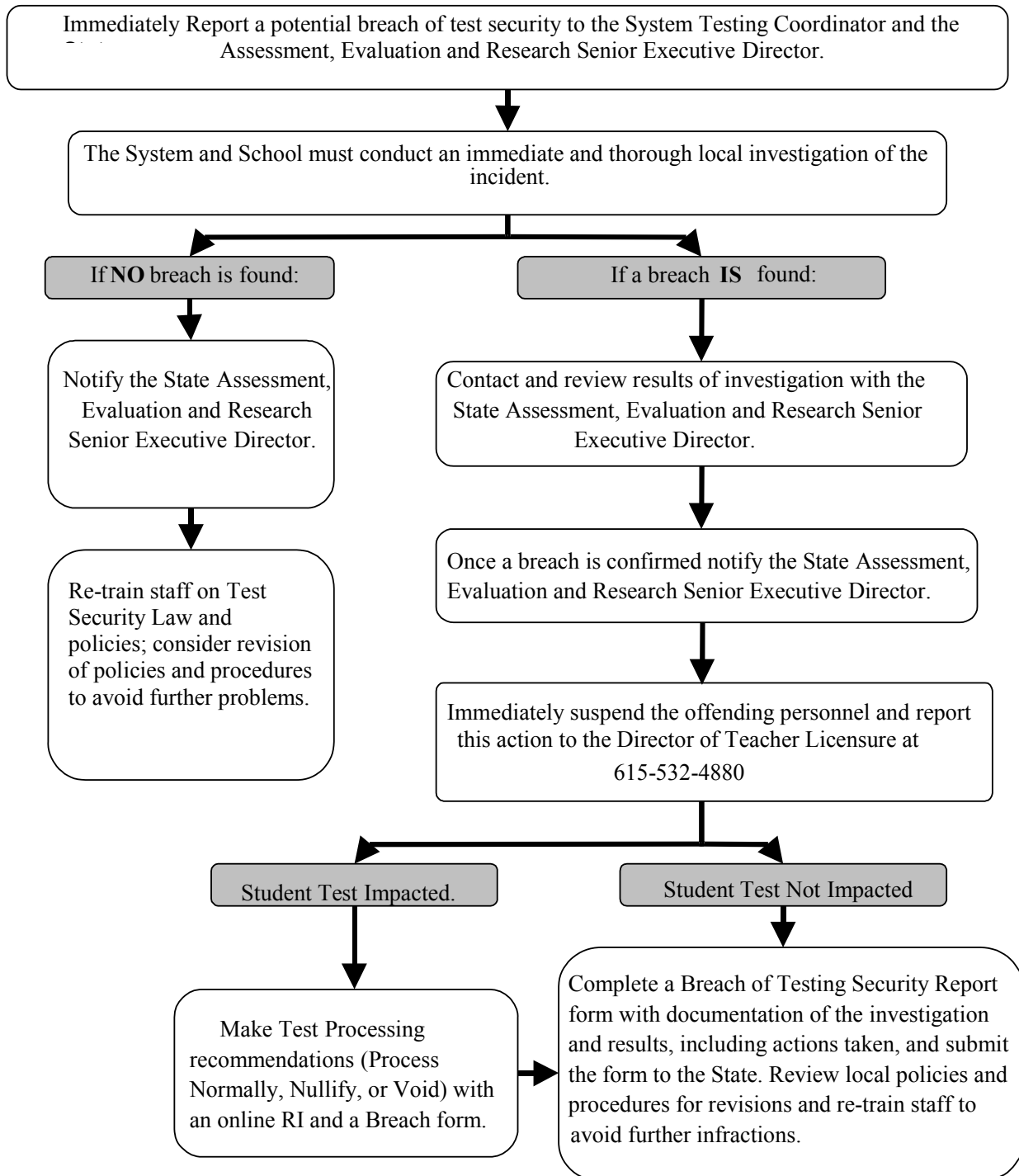
- Establish security guidelines to ensure the integrity of the testing process
- Implement safeguards to ensure test content security
- Communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- Provide Distribution and Shipping Logs to ensure accurate inventory of test materials at the system and school levels
- Conduct random visits during testing to ensure test security and consistency of administration
- Provide Breach of Testing Security Report forms to document local test security concerns
- Review submitted Breach of Testing Security Reports and follow up as needed
- Release student-specific test data only to authorized personnel

STATE TEST SECURITY GUIDELINES**The Public School Systems, State Special, and Non-Public Schools MUST:**

- 1) Adopt a locally monitored test security policy which incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
- 2) Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.
- 3) Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.
- 4) Restrict handling of test materials to authorized personnel at all times.
- 5) Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing.
- 6) Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located, locked room that is inaccessible to unauthorized persons.
- 7) Create a secure, yet positive, environment for testing.
- 8) Conceal all instructional or reference materials in the test setting which are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, etc.
- 9) Remove from the testing area any familiar study aids such as, graphic organizers, models, or number lines that relate to subject content.
- 10) Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting. Ensure proper calculator use as outlined in the Test Administration Manual making sure that calculators are cleared before and after administration of each test.
- 11) Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if administrators are not responsible for normal classroom instruction.
- 12) Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits, outlined in all test directions.
- 13) Require Test Administrators and Proctors to remain with the students and be observant and non-disruptive throughout the testing session.
- 14) Prohibit coaching students in any way during State assessments.
- 15) Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations.
- 16) Ensure that students respond to test without assistance from anyone.
- 17) Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person.
- 18) Maintain confidentiality of student-specific accountability demographic information and test results at all times.
- 19) Document test security concerns, including missing materials, on the Breach of Testing Security Report Form.
- 20) Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

BREACH OF TESTING SECURITY PROCEDURES

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, the school and system must initiate an immediate and thorough investigation into the circumstances of the event. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Assessment, Evaluation and Research Senior Executive Director at (615) 741-0720.





Tennessee Department of Education
 Assessment, Evaluation and Research Division
 1252 Foster Avenue
 Hardison Complex
 Nashville, TN 37243

Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating.

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System _____ School _____

Test Administrator _____ Grade _____ Test Date _____

Report pertaining to (check one):

☐ Achievement ☐ Gateway ☐ End-of-Course ☐ Writing ☐ Competency

Explanation of Testing Security Event:

(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Signature of Reporter _____ Date _____ Phone Number _____

SECTION II: TEST ADMINISTRATION

SYSTEM TESTING COORDINATOR'S CHECKLIST

Before Testing

- ☐ 1. Maintain current communication between the State and local system.
 - A) Submit contact information for System Testing Coordinator(s) to Assessment, Evaluation and Research
 - (1) office e-mail address
 - (2) office phone number
 - (3) emergency phone number
 - (4) fax number
 - (5) mailing address
 - (6) shipping address, if different from mailing address
 - B) check e-mail frequently for assessment information
 - C) distribute appropriate assessment information systemwide
 - D) contact the State with local school assessment concerns, as needed
- ☐ 2. Implement local test security plan and disseminate information systemwide.
- ☐ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
 - A) ensure test material orders include all applicable schools, grades, courses, and students
 - (1) students enrolled in tested grades
 - (2) special education students
 - (3) ELL students
 - (4) transfer students
 - (5) students needing modified format tests (Braille and Large Print)
 - B) ensure accuracy of orders to prevent material shortages and late orders
 - C) complete orders according to State schedule, copy and retain for system records
- ☐ 4. Attend State assessment meetings for System Testing Coordinators.
- ☐ 5. Develop testing schedules with school administrators to minimize test security risks (e.g., testing to occur at the same time systemwide).
- ☐ 6. Notify media and appropriate local officials (e.g., Fire Chief, Community Event Planners) of testing schedule to prevent test disruptions.
- ☐ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.
- ☐ 8. Establish a restricted, secure storage area for test materials at the system level and ensure secure areas are designated at each school.
- ☐ 9. Receive shipment of test materials.
 - A) retain shipment boxes at the system/building for return shipment
 - B) retain pallet(s), if applicable
 - C) locate the packet containing return shipment instructions
 - (1) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions"
 - (2) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"
 - (3) If "Return Instructions" packet is not located, then notify the Assessment, Evaluation and Research Division
 - D) retain return address labels for return of Central Office Box
 - E) establish a system process for packing materials for return with Building Testing Coordinators

- ☐ 10. Verify quantities of all test materials received and distributed.
- ☐ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log.
- ☐ 12. Notify the State immediately if additional test materials are needed.
- ☐ 13. Verify each school's Shipping Order form to document test material inventories and additions, as needed.
- ☐ 14. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines.
 - A) test materials - confirm for appropriate grade level
 - B) modified format tests, as needed
 - C) State assessment forms, per school procedures:
 - (1) School/Group List (SGL)
 - (2) Group Information Sheet (GIS)
 - (3) Report of Irregularity (RI) – can be located at the following Web address:
<https://www.eval.k-12.state.tn.us>
 - (4) Inactive Test Material (ITM)
 - (5) Breach of Test Security Report – can be located at the following Web address:
<https://www.eval.k-12.state.tn.us>
 - (6) Adequate Yearly Progress Demographic Review – can be located at the following Web address: <https://www.eval.k-12.state.tn.us>
 - (7) Medical Exemption Request – can be located at the following Web address:
<https://www.eval.k-12.state.tn.us>
- ☐ 15. Implement procedures to ensure all students are assessed and accounted for as required.
- ☐ 16. Contact Assessment, Evaluation and Research with any questions.

During Testing

- ☐ 1. Monitor to ensure schools are following testing schedule and local test security plan.
- ☐ 2. Contact State for instructions if school is cancelled on the day of Writing Assessment.
- ☐ 3. Assist Building Testing Coordinators with problems or emergencies during testing.

After Testing

- ☐ 1. Lead all investigations of local test security concerns.
- ☐ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in Building Testing Coordinator's checklist.
 - A) verify used and unused test materials are collected from each applicable school
 - B) verify all counts on Shipping Order form for each school, including additional materials from Central Office Box
 - C) verify the SGL is completed accurately and is included in each school box
 - D) verify the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS
 - E) verify proper coding for all Absent and ELL Exempt students
- ☐ 3. Complete the Central Office Distribution Log, make a copy, and retain for system use.
- ☐ 4. Complete a Breach of Testing Security Report for any discrepancies in inventory of prompts.
- ☐ 5. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note:** Do not write comments on answer documents. Do not include answer documents for students who refuse to test with the following documents:

- A) Inactive Test Material
 - (1) **sign** form
 - (2) make copy for system use
 - B) Report of Irregularity
 - (1) do not write comments on answer documents
 - (2) review RI information online, approve, and submit
 - C) Breach of Testing Security
 - (1) review and initiate appropriate investigation
 - (2) review Breach of Testing Security online, approve and submit at the following Web address: <https://www.eval.k-12.state.tn.us>
 - (3) attach available documentation to a Breach of Testing Security State assessment form
 - (4) retain copy for system use
 - (5) return top copy to Breach Envelope
 - D) Adequate Yearly Progress Demographic Review
 - (1) review Medical Exemption information online, approve and submit at the following Web address: <https://www.eval.k-12.state.tn.us>
 - (2) review and **sign** form
 - (3) copy and retain a record for system use
 - (4) place form in Breach Envelope
 - E) Medical Exemption Request
 - (1) review Medical Exemption information online, approve and submit at the following Web address: <https://www.eval.k-12.state.tn.us>
 - (2) review and **sign** a Medical Exemption Request form
 - (3) copy and retain a record for system use
 - (4) place form in Breach Envelope
- ☐ 6. Ensure all used and unused test materials, including Central Office Box and Central Office Distribution Log, are **packed in the original shipping boxes** in the specified order. (see Section V, Return Procedures, Preparing for Shipment).
 - ☐ 7. Keep a copy for your records of the completed packing list and the number of boxes per school being returned.
 - ☐ 8. Return test materials to Measurement Incorporated (see Section V, Return Procedures).

BUILDING TESTING COORDINATOR’S CHECKLIST

Before Testing

- ☐ 1. Assist System Testing Coordinator with compiling test material orders.
- ☐ 2. Attend training session for Building Testing Coordinators.
- ☐ 3. Coordinate with Principal to ensure that the school calendar provides an appropriate test setting free of disruptions, e.g., no field trips, assemblies, building/grounds maintenance, visitors.
- ☐ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.
- ☐ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to System Testing Coordinator.
- ☐ 6. Establish a restricted, secure, centrally-located storage area for test materials.
- ☐ 7. Count to confirm test materials received and document on the Shipping Order form (**retain boxes and return address labels for return shipment**).
- ☐ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
 - A) create a check-in and check-out list
 - B) require Test Administrator's signature before and after each testing session
 - C) count test materials before and after each testing session
- ☐ 9. Distribute *Test Administration Manuals* to Test Administrators.
- ☐ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.
- ☐ 11. Monitor to verify the building and each test setting are appropriately prepared.
 - A) common areas are free of instructional and reference materials
 - B) instructional materials are concealed or removed from test settings
 - C) seating is arranged to ensure students work without assistance from others
- ☐ 12. Ensure all test settings have appropriate testing materials.
- ☐ 13. Distribute restricted test materials immediately prior to each testing session, adhering to security guidelines.
 - A) test materials - confirm for appropriate grade level
 - B) modified format tests (Braille or Large Print), as needed
 - C) State assessment forms, per school procedures:
 - (1) Group Information Sheet (GIS)
 - (2) Report of Irregularity (RI)
 - (3) Inactive Test Material (ITM)
 - (4) Breach of Testing Security Report
- ☐ 14. Obtain Test Administrator’s signature on materials check-out list.

During Testing

- ☐ 1. Monitor to enforce the local test security plan and test schedule.
 - A) ensure electronic communication devices are turned off
 - B) conduct spot checks of test settings
 - C) assist Test Administrators and Proctors with emergencies during testing
 - D) ensure Test Administrators and Proctors do not read test items or passages, unless indicated in test instructions or accommodations
 - E) notify System Testing Coordinator of any suspected testing security concerns
- ☐ 2. Work with school administration to minimize test disruptions, e.g., announcements, bells, lunch schedule.
- ☐ 3. Ensure secure storage of test materials before, between, and after each testing session.

After Testing

- ☐ 1. Collect and count all test materials after each testing session.
- ☐ 2. Obtain Test Administrator's signature after each testing session on check-in list as confirmation of count.
- ☐ 3. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.
- ☐ 4. Complete a Medical Exemption form for qualified students.
- ☐ 5. Ensure answer documents are appropriately completed in a secure setting for all absent students who were unable to make up any part of the test.
- ☐ 6. Insert used make-up materials into stacks per instructions (see Section VI, Make-up Testing).
- ☐ 7. Ensure proper completion and placement of each GIS (see Section V, Group Information Sheet).
- ☐ 8. Verify students' answer documents included under the GIS have been placed with the appropriate teacher.
- ☐ 9. Complete the Adequate Yearly Progress Demographic Review. Complete the label on the Breach Envelope. Place the completed Adequate Yearly Progress Demographic Review, Medical Exemption Request, and Breach of Testing Security Report, if needed, in the Breach Envelope (see Section V, Return Procedures). If there is no breach issue, do not complete the Breach of Testing Security Report.
- ☐ 10. Sort, check, and count test materials at conclusion of all testing, including make-up tests.
 - A) verify that any prompts have been removed from answer documents
 - B) do not write comments on answer documents
 - C) answer documents should be stacked with demographic grids face up
- ☐ 11. Review answer documents and record totals on Shipping Order form. All used answer documents must be accompanied by a GIS or ITM form. Duplicates and those documents filled out in error must go under a completed ITM with the appropriate box checked. There should be NO loose, used answer documents in the returned materials.
 - A) used answer documents
 - (1) verify all student accountability demographic information, including Code A or Code B data
 - (2) place answer documents under the appropriate GIS
 - B) used modified format tests (see Section III: Test Accommodations)
 - (1) ensure proper transcription of Braille and Large Print responses, if applicable
 - (2) place Braille and Large Print transcribed answer document(s) and original Braille and Large Print document(s) together under the appropriate GIS
 - (3) place Word Processor Generated Responses with their regular answer documents under the appropriate GIS
 - (4) ensure proper handling of all audio tapes

- C) ensure answer documents are stacked with demographic grids face up.
- ☐ 12. Review remaining State assessment forms and record on Shipping Order form.
- A) review RI forms
 - (1) verify appropriate use, accurate completion
 - (2) enter RI information on TCAP Reports website
 - (3) keep RI for school use
 - B) completed Breach of Testing Security Report Forms
 - (1) verify appropriate use, accurate completion, and **sign**
 - (2) verify that Breach information has been entered online at the following Web address:
<https://www.eval.k-12.state.tn.us>
 - (3) make a copy and retain for school use
 - (4) place the original signed form in the Breach Envelope for return to the System Testing Coordinator
 - C) paper-banded ITM
 - (1) ensure materials are those documented on the form
 - (2) verify use of form corresponds to allowed reasons only
 - (3) **sign** completed forms
 - (4) ensure each duplicate answer document under an ITM has a corresponding document under the appropriate GIS
 - (5) ensure only paper has been used for bands (adding machine tape works well)
- ☐ 13. Review other used and unused materials and record on Shipping Order form.
- A) used writing prompts and directions
 - B) unused test materials
 - (1) writing prompts and directions
 - (2) unused answer documents
 - C) ancillary materials
 - (1) *Test Administration Manuals*
 - (2) blank State assessment forms
 - (3) unused Breach Envelopes
 - D) materials with manufacturing defects, e.g., missing pages, illegible printing. Paper band and label such materials with “manufacturing defects.” Notify Assessment, Evaluation and Research.
 - (1) writing prompts and directions
 - (2) *Test Administration Manuals*
 - (3) answer documents
- ☐ 14. Complete the School/Group List (SGL) and verify that the information corresponds with the information listed on the Group Information Sheet.
- ☐ 15. Compile all used and unused test materials in the specified order, **pack them in the original shipping boxes**, and return to the System Testing Coordinator (see Section V, Return Procedures).
- ☐ 16. Make a list of each box’s contents (i.e., grade/teacher information) to retain for school records.

TEST DISTRIBUTION CENTER

SHIPPED TO:
PRIVATE SCHOOL
ADDRESS
CITY STATE ZIP

SHIPPING ORDER NO:
000

SYSTEM: **00000 PRIVATE SCHOOL**
SCHOOL: **00000 PRIVATE SCHOOL**

TEST: **WRITING ASSESSMENT**

TOTAL CARTONS SHIPPED: _____ **BY:** _____

TOTAL CARTONS RETURNED: _____

RETURNS CHECKED BY: _____ **DATE:** _____

DESCRIPTION	ORD. QTY.	DATE: Q.C. CK.	AMT SHIPPED	BY	FOR SCHOOL / DISTRICT ONLY								FOR WAREHOUSE USE ONLY							
					RECEIVING		VERIFICATION				RETURNS				RETURNS				+ / -	COMMENTS
					AMT	BY	USED	UNUSED	ITM**	BY	USED	UNUSED	ITM	TOTAL						
Grade 5 Prompts w/ Directions																				
Writing Folders																				
Grade 8 Prompts w/ Directions																				
Writing Folders																				
Grade 11 Prompts w/ Directions																				
Writing Folders																				
Writing TCAP WA-Alt Prompts w/Directions																				
Writing Folders																				
Test Administration Manual																				
Group Information Sheets (1 per manual)																				
Absentee Form (Ratio 1:10)																				
Report of Irregularity (1 per manual)																				
Report of Irregular Test Conditions (1 per manual)																				
Inactive Test Material Form (1 per manual)																				
RI / RITC Envelope (small)	1																			
Breach of Testing Security Report (1 per manual)																				
School Group List	1																			
Barcode Labels Packet	1																			
Large Print - Grade 5 Test Packet																				
Large Print - Grade 8 Test Packet																				
Large Print - Grade 11 Test Packet																				
Large Print - TCAP WA-Alt Test Packet																				
Braille - Grade 5 Test Packet																				
Braille - Grade 8 Test Packet																				
Braille - Grade 11 Test Packet																				
Braille - TCAP WA-Alt Test Packet																				

** ITM = Inactive Test Materials

If quantities of test materials received are insufficient, please contact your Testing Coordinator immediately.

Please note that materials must be returned within one (1) week after test

SPECIAL TEST INFORMATION: _____

NOTES: _____

CENTRAL OFFICE *DISTRIBUTION LOG*

School # / Name: _____ Test: _____

Instructions: This distribution log is to be duplicated as needed. Using one page per school, record all test materials (test books, answer sheets, manuals) that are sent to each grade in that school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school record is returned in Box #1 of the Central Office Extra Material box/boxes.

SUBJECT	# BOOKLETS	# MANUALS	# ANSWER DOCS	BY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

TEST ADMINISTRATOR'S CHECKLIST

Before Testing

- ☐ 1. Attend Test Administrator training session.
- ☐ 2. Incorporate the school test schedule into class planning.
- ☐ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.
- ☐ 4. Explain the purpose of the test to the students.
- ☐ 5. Review the Test Administration Manual.
- ☐ 6. Obtain roster of all students to be assessed and ensure student accountability demographic information is available for answer document coding. On precoded answer documents, ensure that student demographic information is correct.
- ☐ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner Accommodations, ELL Exclusion, and/or modified format tests (see Section III: Test Accommodations).
- ☐ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care which will allow them to participate uninterrupted throughout the testing session.
- ☐ 9. Familiarize students with appropriate methods for making responses on this type of test.
- ☐ 10. Prepare the test setting.
 - A) conceal all instructional or reference materials, including maps, posters, student samples, bulletin board items, and study aids such as graphic organizers, models, or number lines as related to subject content.
 - B) arrange the test setting to ensure students work without any assistance from others
- ☐ 11. Ensure appropriate testing materials are available for each testing session.
 - A) No. 2 pencils with erasers
 - B) watch or clock with second hand
 - C) prompts and directions – confirm appropriate grade level and that WA-Alt materials are distributed only to students meeting TCAP-Alt Participation Guidelines.
 - D) answer documents – confirm appropriate type of answer document: regular or WA-Alt
 - E) materials required for student accommodations or modified format tests
 - F) Test Administration Manual
 - G) State assessment forms:
 - (1) Group Information Sheet (GIS)
 - (2) Report of Irregularity (RI)
 - (3) Inactive Test Materials (ITM)
 - (4) Breach of Testing Security Report
 - A) bar code labels specific to each school
 - B) blue or black ink ballpoint pens to be used on 11th grade essay only (grade 11 student accountability demographic information must be filled out in pencil)
- ☐ 12. **Do not read test items or passages** before, during, or after testing, unless indicated in test instructions or accommodations.
- ☐ 13. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

During Testing

- ☐ 1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.
- ☐ 2. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc).
- ☐ 3. Provide a clean testing space for each student and remove all extraneous items, e.g., food, beverages, candy, backpacks, purses, text books, notebooks.
- ☐ 4. Confirm each student has appropriate materials for each test session.
 - A) No. 2 pencils
 - B) blue or black ink ballpoint pens to be used on 11th grade essay only
- ☐ 5. Implement a smooth method for distributing and collecting test materials.
 - A) ensure only authorized adults handle materials
 - B) count to confirm quantities of assessment materials received, distributed, collected, and returned
 - C) verify test documents are appropriate grade level for students being assessed
 - D) review plan for distribution and collection of test materials with students
 - E) distribute test materials efficiently
- ☐ 6. Instruct students on appropriate methods for completing essay.
 - A) write essay on lined pages 3 and 4
 - B) write only on the topic given
 - C) write neatly and do not skip lines
 - D) watch for careless errors; essay will be graded as a rough draft
 - E) write only on the spaces provided on the answer document. Do not use extra paper. Any student work on additional paper will not be scored.
- ☐ 7. Complete student accountability demographic information (see Section II, Student Accountability Demographic Information). If student accountability demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every testing session.
- ☐ 8. Ensure students understand directions for taking the test (see Section II).
 - A) encourage students to attempt all items
 - B) assist students with mechanical acts, such as finding the correct place to begin test
 - C) make sure students respond to the test without help from anyone
 - D) do not provide assistance that could indicate an answer
- ☐ 9. Administer the test observing all time limits and start/stop commands.
 - A) 5th grade has 35 minutes
 - B) 8th grade has 35 minutes
 - C) 11th grade has 35 minutes
- ☐ 10. Use the roster of students to denote absentees from the test. Make sure that the Absent bubble is darkened in the Absentee Status Box.
- ☐ 11. Remain with the students and be observant and non-disruptive throughout the testing session.
- ☐ 12. Manage test disruptions to ensure the validity of test results.
 - A) test disruptions must be avoided
 - B) students who **must** temporarily leave during the testing session **must not** have access to reference materials
 - C) enforce applicable time limits, document beginning and ending of any disruption or temporary absence, and modify testing session stopping time for affected student(s) accordingly
 - D) document incidents on an RI, as appropriate

After Testing

- ☐ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.
- ☐ 2. Verify each student is the person named on the answer document.
- ☐ 3. Collect all test materials after every testing session.
 - A) count to confirm that all answer documents are collected
 - B) **include for scanning the answer document for any student required to test who refuses to test; do not code refusals as absent.**
 - C) on answer documents, ensure that student accountability demographics are filled out completely
 - D) erase the "ABSENT" bubble if a student made up a test
 - E) ensure that bar code labels are on all answer documents
 - F) remove any tape, sticky notes, staples, paper clips, etc.
 - G) count to confirm that all prompts and students' test directions have been collected
 - H) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
 - I) complete a separate ITM form for each incident type, sign, and paper band with the affected documents
 - J) bind ITM materials using only paper for bands (adding machine tape works well)
- ☐ 4. Transcribe any responses from Braille or Large Print versions to a regular answer document in a secure setting per instructions. Copy the unique number from the regular answer document onto each page of the Braille or Large Print answer documents (see Section III, Braille, Large Print, and Word Processor Responses). Fold the Large Print answer document and place it inside the regular size answer document that contains the transcribed responses. Attach the transcribed Braille responses to the Braille materials with paper bands.
- ☐ 5. Compile a list of absent students, noting test missed, and give to the Building Testing Coordinator at the completion of the test administration.
- ☐ 6. Complete the GIS according to instructions, per school procedures (see Section V, Group Information Sheet).
- ☐ 7. Complete and **sign** all appropriate State assessment forms according to school procedures (see Section VI: Administration Anomalies and Forms). **Note:** Do not write comments on answer documents.
 - A) RI completed online as needed
 - B) Breach of Testing Security Report completed online as needed
 - C) Medical Exemption Request form completed online as needed
- ☐ 8. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
 - A) list of absentees
 - B) completed GIS, per school instructions
 - C) used answer documents (answer documents should be stacked with demographic grids face up)
 - D) modified format tests and transcribed answer documents
 - E) completed Breach of Testing Security Report forms and Medical Exemption Request forms as needed placed inside the Breach Envelope
 - F) paper-banded ITM form and related materials

- G) other used and unused test materials
 - (1) used and unused writing prompts and directions
 - (2) unused answer documents
- H) ancillary materials
 - (1) *Test Administration Manuals*
 - (2) blank and inaccurately completed State assessment forms
- I) materials with manufacturing defects (notify the Building Testing Coordinator)

DO NOT WRITE IN THIS AREA

SPECIAL ACCOMMODATIONS					
A <input type="radio"/>	E <input type="radio"/>	F <input type="radio"/>	I <input type="radio"/>	J <input type="radio"/>	K <input type="radio"/>

STUDENT ACCOUNTABILITY DEMOGRAPHIC INFORMATION

Coding Instructions

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Fill in only one circle in each column.

- ☐ Ensure student accountability demographic information is properly marked.
 - ☐ use No. 2 pencil to make dark, solid marks that fill the circle completely
 - ☐ make no stray marks
 - ☐ marking more than one circle in each column will invalidate the coding
 - ☐ erase changes completely
- ☐ Code student accountability demographic information on page 1 of the answer documents:
 1. **NAME:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the top of the column under that letter space.
 2. **SOCIAL SECURITY NUMBER:** The student's social security number must be printed in the boxes and the corresponding circles filled in below each number.
 3. **BIRTH DATE:** Fill in the appropriate circles in each column for the month, day, and year of birth. If the day is a single-digit number, precede it with a zero (0).
 4. **TEACHER, SYSTEM AND SCHOOL NAME:** Names must be printed in the appropriate spaces. For private schools, the system name should be the same as the school name.
 5. **SYSTEM NUMBER, SCHOOL NUMBER, AND NON PUBLIC NUMBER:** Public schools: enter your system number and your school number in the appropriate boxes. Fill in the corresponding circles below each number. Private schools: enter your school's five-digit number assigned by our office in the non-public boxes.
 6. **ETHNIC ORIGIN:** Fill in the circle that best represents the student's ethnic origin.
 7. **GENDER:** Fill in the appropriate circle.
 8. **MEMBERSHIP:** Fill in the circle corresponding to the student's enrollment. This data is used for AYP Accountability.
 - (1.) The student has been continuously enrolled in this school at some point in the 1st reporting period.
 - (2.) The student has **NOT** been continuously enrolled in this school but **HAS BEEN** enrolled in this school district at some point in the 1st reporting period.
 - (3.) The student has **NOT** been continuously enrolled in this school district but **HAS BEEN** enrolled in a Tennessee public school district at some point in the 1st reporting period.
 - (4.) The student has **NOT** been continuously enrolled in a Tennessee public school district at some point in the 1st reporting period.

Note: Private and Home School students should be coded in this area.

9. **GRADE:** Fill in the circle corresponding to the student's grade level. WA-Alt students are to fill in their assigned grade and not their instructional level.
10. **DATE:** Fill in the circle corresponding to the date given.
- Regular: test given on the scheduled date
 - Make-up: test given on the make-up date
11. **OTHER PROGRAMS:** To ensure accuracy, Test Administrators should complete this section for students who receive services.
- 504 Student Services Plan: Fill in the corresponding circle if the student has a 504 Student Services Plan.
 - Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in Special Education unless the student is receiving some other Special Education services (e.g., speech).
 - Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
 - Home School: Fill in the corresponding circle if the student is an approved grade 5 home school student.
12. **STATE USE ONLY:** Katrina/Rita Hurricane Disaster Coding: Identify any student evacuees by completing the following coding on the student answer document: C1 for Katrina and C2 for Rita.
13. **TITLE I (Only schools receiving Title I funds complete this information):**
- SWP – School-wide Program: Fill in the corresponding circle for each student in the Title I school-wide project school.
 - TAS – Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title I targeted assistance school.
 - TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title I assistance**. (This section is not to be filled out if the student is enrolled in a school-wide project school.)
 - Poverty Level: Fill in the corresponding circle for **each** student in a Title I targeted assistance or school-wide project school. The poverty level is the percentage reported in the school's annual Title I plan.
14. **CODE A/B: (All schools must complete this information):** Fill in the corresponding circle for **each** child in **every** school.
- Code A: ELIGIBLE for free or reduced price lunch
 - Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

15. **ESL SERVICES:** Code choices in this field that accurately describe the student's testing status by following the steps listed below.

In the left area of the ESL Services field, in the **Choose One Box**, identify the student as either ELL or T1/T2. Darken only one circle in this area. All students in the ESL program will have a circle darkened in this area.

The following are options that do not apply to all students and are darkened only if the choice accurately describes the student's testing status:

First Year ELL Exempt Students: In the State Use Only Box, grid **B1**. Code here only for ELL students in grades 5, 8, or 11 who are enrolled for the first year in an American school and do not participate in the TCAP Writing Assessment. An answer document with the student demographic information on page one must be completed and **B1** in the State Use Only Box darkened.

State Use Only B2: In rare cases if the system chooses to have a First Year ELL Exempt Student participate in the Writing Assessment, Code **B2** in the State Use Only Box. An answer document with the student demographic information on page one must be completed and **B2** in the State Use Only Box darkened.

ELL Accommodation Box: Identify and code students who receive the approved ELL accommodation Q. In the ELL Accommodation Box, darken the circle for accommodation Q only if the student qualifies to receive this accommodation (see Section III, 2006-2007 English Language Learner Accommodations and Exclusions).

16. **MODIFIED FORMAT TEST:** Fill in the circle corresponding to the modified format used (see Section III, 2006-2007 Special Accommodations). Note: Incorrectly or inappropriately completing these circles may affect the student's score.
- ☐ Braille
 - ☐ Large Print
17. **ABSENTEE STATUS:** The absent circle should be marked only for students who are not present to take the test on the initial administration day or the following make-up day. The absent circle should **not** be marked for students who are present but refuse to test, or students who leave during the test administration without completing the test. If they make up the test, erase this bubble completely.
18. **SPECIAL EDUCATION:** Fill in the circle corresponding with the appropriate number of hours **foreach** student receiving Special Education services.
- ☐ Less than 4 hours per week
 - ☐ 4–22 hours per week
 - ☐ 23 or more hours per week

19. **SPECIAL ACCOMMODATIONS (according to State criteria):** Fill in the circle corresponding to the accommodation used (see Section III, 2005-2006 Special Accommodations).

Before you fill in an Accommodation circle, you **must** fill in the circle indicating that a student is in the Special Education program and how many hours of service a week they receive. Record this information in the **Special Education Box**.

- ☐ A Extended Time
- ☐ E Interpreter Signs/Cues
- ☐ F Student Reads Into Auditory Recorder/Plays Back Immediately For Comprehension
- ☐ I Assistive Technology
- ☐ J Scribe
- ☐ K Unique Accommodations

20. **BAR CODE LABELS:**

- ☐ Verify that information printed on the bar code label is correct; if information is incorrect, do not use.
- ☐ Bar code labels cannot be shared among schools.
- ☐ Place bar code label in the indicated place on each student answer document.
- ☐ Complete all sections on the student answer document, even if a bar code label is affixed.

- ☐ Verify that student accountability demographic information is correctly coded on the answer document to ensure accurate reporting for AYP Accountability.

TEST DIRECTIONS

ADMINISTERING THE WA-Alt WRITING ASSESSMENT

- ❑ Before administering the test, verify that each student has an answer document that is clearly marked **WA-Alt** and two sharpened pencils with erasers.
- ❑ Verify that each student's answer document has a properly completed demographic grid.
- ❑ Be sure that each student is familiar with the answer document. Explain that the essay is to be written on the lines on pages three and four. The student should begin on page three and use page four only if page three is full. Responses written only on page four may not be scored.
- ❑ Distribute the directions.
- ❑ READ ALOUD the following teacher directions that are printed in **BOLD PRINT**.

Now look at the sheet titled *WA-Alt Directions*.

When the students are ready, read the directions aloud as the students read silently.

In a few moments you will be given a topic. You are to plan and write a response about that topic. This activity will show how well you write. Express your thoughts clearly and make your writing interesting to the reader. Your response will be graded as a rough draft, but you should watch for careless errors.

Before writing, spend a few moments thinking about the topic and planning your thoughts.

You are to write on the lined pages; you will receive no other paper. Write neatly. Do not skip lines.

WRITE ONLY ON THE TOPIC YOU ARE GIVEN.

Put your pencil down when time is called.

Pause

Are there any questions about taking the test?

You may answer any questions about the testing procedures.

Now I am ready to give you the prompt. The prompt is your topic for writing your response.

You may need to take a few moments to be sure that there is a clear understanding of the word “prompt.”

Distribute the prompts. When students have received a prompt sheet, say:

Read the prompt silently to yourself as I read it aloud.

Read the prompt aloud. You may repeat the prompt as many times as necessary. NOTE: Explanation of the prompt may be made only if it is in a manner consistent with the regular instructional program of the student.

You may use your prompt sheet for prewriting. Do not write your response on the prompt sheet. Now open your answer document so that page 3 is showing. (Pause) I will tell you when you have only five minutes remaining.

When students are ready, say:

You may begin writing.

When five minutes remain, say:

You have five minutes to complete your writing.

At the stopping time, say:

Please stop writing. I will now collect your answer document, your prompt, and your directions.

TEST DIRECTIONS

ADMINISTERING THE ELEMENTARY WRITING ASSESSMENT

(5th GRADE)

- ❑ Before administering the test, verify that each student has an answer document and two sharpened pencils with erasers.
- ❑ Verify that each student's answer document has a properly completed demographic grid.
- ❑ Be sure that each student is familiar with the answer document. Explain that the essay is to be written on the lines on pages three and four. The student should begin on page three and use page four only if page three is full. Responses written only on page four may not be scored.
- ❑ Distribute the directions.
- ❑ READ ALOUD the following teacher directions that are printed in **BOLD PRINT**.

Now look at the sheet titled *Directions*.

When the students are ready, read the directions aloud as the students read silently.

In a few moments you will be given a topic. You are to plan and write an essay about that topic. This activity will show how well you write. Express your thoughts clearly and make your writing interesting to the reader. Your essay will be graded as a rough draft, but you should watch for careless errors.

Before writing, spend a few moments thinking about the topic and planning your thoughts.

You are to write on the lined pages; you will receive no other paper. Write neatly. Do not skip lines.

WRITE ONLY ON THE TOPIC YOU ARE GIVEN.

The time you have for writing is 35 minutes.

Pause

Are there any questions about taking the test?

You may answer any questions about the testing procedures.

Now I am ready to give you the prompt. The prompt is your topic for writing your essay.

You may need to take a few moments to be sure that there is a clear understanding of the word "prompt."

Distribute the prompts. When students have received a prompt sheet, say:

Read the prompt silently to yourself as I read it aloud.

Read the prompt aloud. You may repeat the prompt as many times as necessary. NOTE: Prompts must not be discussed or vocabulary words defined.

You may use your prompt sheet for prewriting. Do not write your essay on the prompt sheet. Now open your answer document so that page 3 is showing. (Pause) Remember that you have a time limit of 35 minutes. I will tell you when you have only five minutes remaining.

When students are ready, say:

You may begin writing.

When five minutes remain, say:

You have five minutes to complete your writing.

At the stopping time, say:

Please stop writing. I will now collect your answer document, your prompt, and your directions.

TEST DIRECTIONS

ADMINISTERING THE MIDDLE SCHOOL WRITING ASSESSMENT

(8th GRADE)

- ❑ Before administering the test, verify that each student has an answer document and two sharpened pencils with erasers.
- ❑ Verify that each student's answer document has a properly completed demographic grid.
- ❑ Be sure that each student is familiar with the answer document. Explain that the essay is to be written on the lines on pages three and four. The student should begin on page three and use page four only if page three is full. Responses written only on page four may not be scored.
- ❑ Distribute the directions.
- ❑ READ ALOUD the following teacher directions that are printed in **BOLD PRINT**.

Now look at the sheet titled *Directions*.

When the students are ready, read the directions aloud as the students read silently.

You are to plan and write an essay on the topic specified. The essay is being assigned to give you an opportunity to demonstrate your ability to write effectively. You should, therefore, take care to express your thoughts on the topic clearly and to make them interesting to the reader. Be specific, using supporting examples whenever appropriate. Your essay will be graded as a rough draft, but you should watch for careless errors.

When instructed, read the topic carefully. You will probably find it best to spend a few moments considering the topic and organizing your thoughts before you begin writing.

You are to write your essay on the lined pages of your answer document; you will receive no other paper on which to write. You should, of course, write neatly and legibly. To be certain you have enough space in the document for your entire essay, you should not skip lines, write in excessively large letters, or leave wide margins. DO NOT WRITE ON A TOPIC OTHER THAN THE ONE SPECIFIED. AN ESSAY ON A TOPIC OF YOUR OWN CHOICE IS NOT ACCEPTABLE.

The time allowed for writing is 35 minutes.

Pause

Are there any questions about taking the test?

You may answer any questions about the testing procedures.

Now I am ready to give you the prompt. The prompt is your topic for writing your essay.

You may need to take a few moments to be sure that there is a clear understanding of the word "prompt."

Distribute the prompts. When students have received a prompt sheet, say:

Read your prompt silently to yourself as I read it aloud.

Read the prompt aloud. You may repeat the prompt as many times as necessary. NOTE: Prompts must not be discussed or vocabulary words defined.

You may use your prompt sheet for prewriting. Do not write your essay on the prompt sheet. Now open your answer document so that page 3 is showing. (Pause) Remember that you have a time limit of 35

minutes. I will tell you when you have only five minutes remaining.

When students are ready, say:

You may begin writing.

When five minutes remain, say:

You have five minutes to complete your writing.

At the stopping time, say:

Please stop writing. I will now collect your answer document, your prompt, and your directions.

TEST DIRECTIONS

ADMINISTERING THE HIGH SCHOOL WRITING ASSESSMENT

(11th GRADE)

- ❑ Before administering the test, verify that each student has an answer document and a blue or black ballpoint pen.
- ❑ Help each student properly complete the student accountability demographic grid. The demographic grid must be filled out using a #2 pencil. If ink is used on the grid, the student information will not be picked up in scoring. The students may write their essays in ink on the lined spaces on their answer documents.
- ❑ Be sure that each student is familiar with the answer document. Explain that the essay is to be written on the lines on pages three and four. The student should begin on page three and use page four only if page three is full. Responses written only on page four may not be scored.
- ❑ Distribute the directions.
- ❑ READ ALOUD the following teacher directions that are printed in **BOLD PRINT**.

Now look at the sheet titled *Directions*.

When the students are ready, read the directions aloud as the students read silently.

You are to plan and write an essay on the topic specified. The essay is being assigned to give you an opportunity to demonstrate your ability to write effectively. You should, therefore, take care to express your thoughts on the topic clearly and to make them interesting to the reader. Be specific, using supporting examples whenever appropriate. Your essay will be graded as a rough draft, but you should watch for careless errors.

When instructed, read the topic carefully. You will probably find it best to spend a few moments considering the topic and organizing your thoughts before you begin writing.

You are to write your essay on the lined pages of your answer document; you will receive no other paper on which to write. You should, of course, write neatly and legibly. To be certain you have enough space in the document for your entire essay, you should not skip lines, write in excessively large letters, or leave wide margins. DO NOT WRITE ON A TOPIC OTHER THAN THE ONE SPECIFIED. AN ESSAY ON A TOPIC OF YOUR OWN CHOICE IS NOT ACCEPTABLE.

The time allowed for writing is 35 minutes.

Pause

Are there any questions about taking the test?

You may answer any questions about the testing procedures.

Now I am ready to give you the prompt. The prompt is your topic for writing your essay.

You may need to take a few moments to be sure there is a clear understanding of the word “prompt.”

Distribute the prompts. When students have received a prompt sheet, say:

Read your prompt silently to yourself as I read it aloud.

Read the prompt aloud. You may repeat the prompt as many times as necessary. NOTE: Prompts must not be discussed or vocabulary words defined.

You may use your prompt sheet for prewriting. Do not write your essay on the prompt sheet. Now open your answer document so that page 3 is showing. (Pause) Remember that you have a time limit of 35 minutes. I will tell you when you have only five minutes remaining.

When students are ready, say:

You may begin writing.

When five minutes remain, say:

You have five minutes to complete your writing.

At the stopping time, say:

Please stop writing. I will now collect your answer document, your prompt, and your directions.

SECTION III: TEST ACCOMMODATIONS

BRILLE TESTS

Braille versions are available for the TCAP Writing Assessment.

- ☐ 1. Complete the student accountability demographic information on a regular answer document.
- ☐ 2. Affix the appropriate barcode label onto this document.
- ☐ 3. Ensure that the circle for Braille and any accommodations used (including Extended Time) have been filled in on the answer document.
- ☐ 4. Special Accommodations may be used only if indicated on the student's IEP. See Section III, 2006-2007 Special Accommodations, for additional information.
- ☐ 5. Copy the unique number from the lower right-hand corner of the regular answer document onto each page of the Braille student response.
- ☐ 6. Carefully transcribe all student responses verbatim from Braille to print onto pages 3 and 4 of the regular answer documents.
- ☐ 7. Attach all documents with a paper band to the regular answer documents.
- ☐ 8. Place all documents under a Group Information Sheet (GIS) for the student's teacher. Braille tests must have a separate GIS.
- ☐ 9. Pack the Braille documents with all the other answer documents and return to Measurement Incorporated.

LARGE PRINT TESTS

Large Print versions are available for the TCAP Writing Assessment. Each student will be issued a regular size answer document and an enlarged Large Print answer document.

- ☐ 1. Completely code the student accountability demographic information on both the regular size answer document and a Large Print answer document.
- ☐ 2. Affix the appropriate barcode label onto the regular answer document.
- ☐ 3. Special Accommodations may be used only if indicated on the student's IEP. See Section III, 2006-2007 Special Accommodations, for additional information.
- ☐ 4. Copy the unique number from the lower right-hand corner of the regular size answer document onto both pages 1 and 4 of the Large Print answer document. This ensures proper scoring and reporting.
- ☐ 5. The students write their responses on pages 3 and 4 of the Large Print answer document. The Test Administrator transcribes the student response onto pages 3 and 4 of the regular answer document.
- ☐ 6. Place the Large Print document inside the regular document and paper-band together.
- ☐ 7. Place both documents, paper-banded together, under a Group Information Sheet (GIS) for the student's teacher.
- ☐ 8. Pack the GIS and both documents with the other answer documents and return to Measurement Incorporated.

WORD PROCESSOR RESPONSES

Only students with an IEP goal in writing where technology is used consistently throughout the curriculum utilize this method of response.

- ☐ 1. Prohibit the use of spellcheck, grammar check, or a thesaurus.
- ☐ 2. Observe regular time limits for test administration.
- ☐ 3. Complete the student's accountability demographic information grid on the answer document.
- ☐ 4. Affix the appropriate barcode label onto the answer document.
- ☐ 5. Copy the unique number in the bottom right-hand corner of page 1 of the answer document onto each page of the original student response.
- ☐ 6. Attach the completed, typed essay with a paper band to the answer document that contains the student's completed information grid.
- ☐ 7. Verify that the appropriate barcode label is attached to the student's answer document.
- ☐ 8. Place the documents under a Group Information Sheet (GIS) for the student's teacher.
- ☐ 9. Do not send electronic copies (CDs or floppy disks) of Word Processor Generated responses.

2006–2007 TCAP ALLOWABLE ACCOMMODATIONS CHART

Use of Allowable Accommodations is based on individual student need and may be used by **any student** as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC) TCAP Gateway	TCAP Writing
Large Print or Braille (<i>Readers for illustrations and graphs are permitted if verified Visual Impairment is documented on IEP</i>)	Extended Time is allowed if student meets required conditions for Special Accommodation A	Untimed	EOC – Extended Time is allowed if student meets required conditions for Special Accommodation A Gateway – Untimed	Extended Time is allowed if student meets required conditions for Special Accommodation A
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Re-read/sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Calculator /Mathematics Tables	Allowed <i>See Test Administration Manual for Instructions.</i>	Special Accommodation Only See Test Administration Manual for Specific Items	Allowed for Math and Physical Science <i>See Test Administration Manual for calculator restrictions.</i>	Not Applicable – no calculations
Flexible Setting	Allowed	Allowed	Allowed	Allowed
Individual				
Small Group				
Designated Part of Room				
Study Carrel				
Other Classroom				
Homebound/Out of School				
Visual/Tactile Aids	Allowed	Allowed	Allowed	Allowed
Magnification Equipment				
Templates, Masks, Pointers				
Abacus				
Auditory Aids	Allowed	Allowed	Allowed	Allowed
Amplification				
Noise Buffer				
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling	Allowed	Allowed <i>Competency Tests are untimed. The student should have as much time to complete the test as needed during the school day.</i>	Allowed <i>Gateway Tests are untimed. The student should have as much time to complete the test as needed during the school day.</i>	Allowed
Flexible Scheduling of Subtests				
Flexible Time of Day				
Scribe/Recording Answers	Allowed	Allowed	Allowed	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable
Student Answers on Separate Sheet of Paper				Special Accommodation Only
Answers Recorded by Scribe				Special Accommodation Only
Marking in Test Booklet	Allowed	Allowed	Allowed	Not Applicable
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed

2006–2007 ALLOWABLE ACCOMMODATIONS

(For use by any student—General Education, Special Education, and ELL—as appropriate)

Any departure from standardized test procedures can potentially invalidate the test results. The test validity is seriously threatened by accommodations that change the nature of the task being tested.

Use of Allowable Accommodations should be based on individual student need. Generally, Allowable Accommodations should not be used by an entire class. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to TCAP test administration. The teacher must discuss the accommodation with the student prior to testing. More information about Allowable Accommodations is available at <http://www.state.tn.us/education/speced/seassessment.shtml#TENNESSEE>

Test Accommodations

TCAP Allowable Accommodations are specifically defined as follows:

- **Large Print or Braille Tests:** Any Large Print or Braille test must be requested in advance. Extended Time for students using Large Print or Braille tests is not permitted unless documented on the IEP or 504 Service Plan.
- **Sign Oral Instructions Verbatim:** Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. This includes prompts for the Writing Assessment. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.
- **Re-read/sign Oral Instructions Verbatim:** Directions normally read aloud or signed to students may be re-read/signed verbatim as needed. This includes prompts for the Writing Assessment.
- **Flexible Setting:** Students may take the TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel, or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements must be made with the Building Testing Coordinator as needed.

Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.

- **Visual/Tactile Aids:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, and pointers.
- **Auditory Aids:** Auditory aids include amplification devices and devices that are used as noise buffers. This includes white-noise machines.
- **Multiple Testing Sessions (within school day):** TCAP tests may be given in smaller segments adhering to the allotted time for that test as specified in this manual. Use of this accommodation requires individual or small group setting. Any Breaks taken by the student during the testing period must be closely supervised.

As an Allowable Accommodation, “Multiple Testing Sessions” does not apply to an entire general education classroom but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

- **Flexible Scheduling:** The Writing Assessment may be given at a different time of the day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. Each test given must be completed within the school day.

As an Allowable Accommodation, “Flexible Scheduling” does not apply to an entire general education classroom but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system’s testing window.

- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student’s answers from a modified answer document. Students who cannot utilize the answer document may record directly on a separate piece of paper. This accommodation may require special return packing procedures. Please contact your System Testing Coordinator for packing instructions. This accommodation is considered a Special Accommodation for the Writing Assessment, and students must meet the required conditions for Special Accommodation J prior to its use. When there is a short-term situation (e.g., broken dominant arm) where a student without an IEP or 504 Service Plan will require the use of a Scribe for the Writing Assessment, directions for Special Accommodation J must be followed for the administration of the test. In this case, the System Testing Coordinator should submit a Unique Adaptive Accommodations Request Form for review and approval. On the answer document, be sure to code K (Unique Accommodations) in the Special Accommodations box.
- **Student Reads Aloud to Self:** The student may read aloud the test being administered to himself/herself in an individual setting.

NOTICE: In rare cases, additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students, *Unique Adaptive Accommodation Request Forms* should be submitted to the Department of Education for review and approval. This form may be found at the following Web address: <http://www.state.tn.us/education/speced/seassessment.shtml#TENNESSEE>, in the file named “TCAP Accommodations Agenda.”

Special Accommodations

(For use by students with disabilities—identified under IDEIA or Section 504 guidelines)

On December 9, 2003, the U.S. Department of Education issued final regulations for assessing students with disabilities under the No Child Left Behind Act (NCLB). These regulations allow more flexibility than previous Departmental guidance and contain language directing that IEP teams determine the accommodations necessary to measure the academic achievement of students with disabilities based on accommodations that are ***appropriate and consistent with the accommodations used during regular instruction.***

Special Accommodations have been established to accommodate disabilities in reading, calculation, sensory (vision/hearing), and physical deficits. These accommodations apply when the severity of the disability causes the student's performance to be an invalid measure of the student's ability. For example, the student's reading level may be significantly below grade level; therefore, knowledge of social studies, science, or mathematics may be obstructed by the student's inability to read test instructions or test items.

Note: The regulations do not extend use of Oral Testing on reading/language arts tests or Use of Calculator on tests of computation to students with 504 Service Plans.

Decisions about the need for and selection of Special Accommodations for students with disabilities are the responsibility of the IEP Team or 504 Committee. The use of Special Accommodations must be determined individually for each test and identified in the student's IEP or 504 Service Plan. Special Accommodations provide students with disabilities an equal opportunity to demonstrate their achievement.

Accommodations should be those that the student needs during ***classroom instruction and assessments*** as identified in the IEP or 504 Service Plan. Special Accommodations may not be used only for participation in TCAP assessments. If the accommodation is not used ***consistently and proficiently*** by the student during classroom instruction and assessments, the student may not use the accommodation.

Special Accommodations should not give students with disabilities an unfair advantage over other students or subvert the purpose of the test. The IEP Team or 504 Review Committee must document on the IEP or 504 Service Plan assessment goals that incorporate the appropriate use of any accommodations to be used by the student during testing situations.

SPECIAL ACCOMMODATIONS CHART

The Special Accommodations Chart is shown on the next page. Included in this chart are the Special Accommodations available for each TCAP Assessment and the requirements for use of each accommodation.

2006–2007 SPECIAL ACCOMMODATIONS¹ CHART

Accommodations Students may use multiple accommodations if Required Conditions are met.	TCAP Achievement	TCAP Competency	TCAP EOC / Gateway	TCAP Writing	Required Conditions for Accommodations All Special Accommodations <u>must</u> be documented on the IEP or the 504 Service Plan and used consistently in the classroom.
A. Extended Time	Extended Time limits determined by IEP Team or 504 Review Committee	NOT APPLICABLE – Untimed	EOC - Extended Time limits determined by IEP Team or 504 Review Committee Gateway – NOT APPLICABLE – Untimed	Extended Time limits determined by IEP Team or 504 Review Committee	➔ IEP or 504 Plan
B. Read Aloud Internal Test Instructions	504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests IEPs Only – May be used for <u>all</u> subtests	May read aloud or use Audio only or Audio with test booklet	504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests IEPs Only – May be used for <u>all</u> subtests	NA – No Internal Test Instructions. Prompt is routinely read aloud	➔ 504 Service Plan – As indicated for use on tests not measuring reading/language arts. ➔ IEP ONLY - As indicated for all tests/subtests, including those measuring reading language arts.
C. Read Aloud Internal Test Instructions	504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests IEPs Only – May be used for <u>all</u> subtests	May read aloud or use Audio only or Audio with test booklet	504 Service Plan – See <i>Test Administration Manual</i> for allowable subtests IEPs Only – May be used for <u>all</u> subtests	NA – No Internal Test Instructions. Prompt is routinely read aloud	➔ 504 Service Plan – As indicated for use on tests not measuring reading/language arts. ➔ IEP ONLY - As indicated for all tests/subtests, including those measuring reading language arts.
D. Prompting upon Request	504 Service Plan - See <i>Test Administration Manual</i> for allowable subtests IEPs Only – May be used for <u>all</u> subtests	May be used on Mathematics and Language Arts portions by students with IEPs and 504 Service Plans	504 Service Plan - See <i>Test Administration Manual</i> for allowable tests IEPs Only – May be used for <u>all</u> EOC and Gateway Tests, including EOC English I and Gateway Language Arts	NA – No Internal Test Instructions. Prompt is routinely read aloud	➔➔ 504 Service Plan – As indicated for use on tests not measuring reading/language arts. ➔ IEP ONLY – As appropriately indicated for all tests/subtests, including those measuring reading language arts.
E. Interpreter Signs/Cues Test	IEPs Only – May be used for <u>ALL</u> subtests	IEPs Only – May be used for <u>ALL</u> subtests	IEPs Only – May be used for <u>all</u> subtests	IEPs Only – May be used for <u>ALL</u> subtests	➔ As indicated on IEP with verified Hearing Impairment/Deafness.
F. Student Reads into Audio Recorder: Plays Back Immediately to Self	Extended Time limits determined by IEP Team or 504 Review Committee	Extended Time limits determined by IEP Team or 504 Review Committee	Extended Time limits determined by IEP Team or 504 Review Committee	Extended Time limits determined by IEP Team or 504 Review Committee	➔ IEP or 504 Plan
G. Calculator / Mathematics Tables	Allowable Accommodation See <i>Test Administration Manual</i> for specified subtests	See Test Administration Manual for Specified Items	Allowable Accommodation Applicable for all math tests See <i>Test Administration Manual</i> for directions and calculator restrictions	NOT APPLICABLE – No calculations	➔ IEP or 504 Plan
H. Manipulatives	See <i>Test Administration Manual</i> for directions	See Test Administration Manual for directions	See Test Administration Manual for directions	NOT APPLICABLE – No calculations	➔ IEP or 504 Service Plan goal in mathematics where manipulatives are consistently used.
I. Assistive Technology	See <i>Test Administration Manual</i> for directions	See Test Administration Manual for directions	See Test Administration Manual for directions	See Test Administration Manual for directions	➔ IEP or 504 Service Plan goal where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed). ➔ Technology used as accommodation is necessary for post-school success.
J. Scribe	Allowable Accommodation	Allowable Accommodation	Allowable Accommodation	See Test Administration Manual for Directions Extended Time determined by IEP Team or 504 Review Committee	➔ As indicated on IEP or 504 Service Plan where used consistently in educational program <i>or</i> ➔ Due to short-term physical disability to write.
K. Unique Accommodations	DOE Approval required prior to use. Please see Unique Adaptive Accommodations Request Form in Appendix.	DOE Approval required prior to use. Please see Unique Adaptive Accommodations Request Form in Appendix.	DOE Approval required prior to use. Please see Unique Adaptive Accommodations Request Form in Appendix.	DOE Approval required prior to use. Please see Unique Adaptive Accommodations Request Form in Appendix.	➔ IEP or 504 Plan documentation of use of accommodation not indicated in Allowable or Special Accommodations. Accommodation must be used 100% of the time in the needed areas and necessary for participation in the student's educational program.

Questions regarding required conditions for the use of Special Accommodations should be directed to the Division of Special Education at (615) 741-2851. Test administration questions should be directed to Assessment, Evaluation and Research at (615) 741-0720.

Special Accommodations should be limited to those listed below in order to obtain valid results. Requests for any type of accommodation other than those listed below must be directed to the Division of Special Education.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at <http://www.state.tn.us/education/speced/seassessment.shtml#TENNESSEE>. The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. If the accommodation determined by the IEP team as necessary for use on TCAP assessments is not an Allowable Accommodation or Special Accommodation provided by the State but is used consistently and proficiently by the student on classroom assessments, then a Unique Adaptive Accommodations Request Form may be submitted to the Department of Education for review. Testing Coordinators should direct requests to the Special Education Division at (615) 741-2851.

Special Accommodations					
A	E	F	I	J	K
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A. Extended Time:

Extended Time may be used as an accommodation on any timed test. The amount of Extended Time needed must be determined by the student's IEP Team or 504 Review Committee. According to a publication by the Council for Exceptional Children, "When a student has too much time to finish the assessment, s/he may engage in nonproductive guessing or change answers when they should not be changed."¹ To the extent possible the amount of scheduled Extended Time should be documented in the students current IEP or 504 Service Plan. This accommodation may be used with all assessment materials, including Braille, Large Print, and regular print tests. No test should be administered more than 75 minutes without allowing for a 10-minute break.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual setting or small group setting with other students needing the same accommodation.
- A test for which Extended Time is used may not exceed one school day.
- Each test must be completed within one school day.
- All testing must be completed within the system's testing window.

¹Council for Exceptional Children (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 34.

- Test Administrators must verify that the circle for **Special Accommodation A** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

E. **Interpreter Signs/Cues:**

This accommodation may be used only by students with a Hearing Impairment/Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to the word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. ***Shortcut signs are not to be created during the actual administration of a TCAP test.***

Eligible students must receive this accommodation under the following conditions:

- Fingerspelling must not be used to administer items that require the student to demonstrate the skill of spelling.
- The interpreter is to sign information in the same manner they are signed when used during classroom instruction and similar classroom assessments. The interpreter is not to sign information that would provide the student with the answer.
- The student must be tested in an isolated area in which students who do not need the accommodation may not see the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.
- Test Administrators must verify that the circle for **Special Accommodation E** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

F. **Student Reads Into Auditory Recorder/Plays Back Immediately For Comprehension:**

Special Accommodation F may be used on all TCAP Assessments by students with an IEP or 504 Service Plan. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading comprehension is documented. Extended Time limits may be determined by the student's IEP Team or 504 Review Committee.

Eligible students must receive this accommodation under the following conditions:

- Ensure that a blank audio tape is provided to the student.
- Ensure that the student has a functional audio recorder.
- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
- Only the student may read into the audio recorder.
- The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.

- Student's responses to his/her recording of test items must be marked on the document provided for that test. If the student is answering directly in the test, ensure that responses are transcribed onto the answer document. For the Writing Assessment, be sure that student responses are recorded on the lines beginning on page 3. Use page 4 only if the student response completely fills page 3 and page 4 is needed to complete the essay. Responses that begin on page 4 may not be scored.
- All testing must be completed within the system's testing window.
- Test Administrators must verify that the circle for **Special Accommodation F** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.
- Place the student's answer document under the appropriate Group Information Sheet.
- Label the audio tape with the student's name, social security number, grade, school, system, and teacher name.
- Upon completion of the test, the audio tape should be returned to its protective casing and sealed.
- Place the sealed and labeled audio tape in an envelope for return. **Under no circumstances may audiotapes be retained or copied.**
- Via Priority Mail, send the envelope to :

Charlotte Woehler
Tennessee Department of Education
Assessment, Evaluation and Research Division
1252 Foster Avenue
Hardison Building
Nashville, TN 37243

NOTE: If using U.S. Mail, use 37243 as the zip code. If using UPS or FedEx, use 37210.

I. Assistive Technology:

Special Accommodation I may be used by students with an IEP or 504 Service Plan where there is a written goal that requires use of technology consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors (with or without talk-text technology), and electronic readers.

Any device that would "Read Aloud" the Reading/Language Arts portions of the Achievement, EOC, or Gateway Assessments require IEP documentation of Accommodations B and C (read aloud internal test instructions and read aloud internal test items). Students with 504 Service Plans may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see the technology during the test administration.
- The Test Administrator must follow all directions exactly as they are written in the *Test Administration Manual*.
- The Test Administrator must check the equipment prior to the test administration to ensure it is in working order.
- Use of prediction software, electronic spellers, spellcheck, and/or grammar check utilities is prohibited.
- All student responses must be transferred to a regular answer document.
- For the Writing Assessment, all student responses must begin on the lined spaces on page 3 of the answer document. Page 4 is to be used only if the student response fills up page 3 and an extra page is needed. Responses that begin on page 4 may not be scored.
- The unique number in the bottom right-hand corner of page 1 of the answer document should be copied onto each page of the original response.

- Upon completion, the typed essay should be attached with a paper band to the answer document with the student's completed information grid.
- The answer document should be placed at the top of the stack of completed answer documents under the Group Information Sheet. The regular answer document with the transferred answers will be scored.
- All documents, CDs, or any record of student responses must be returned to the State.
- The Building Testing Coordinator must verify that any test items or student responses are removed from computer hard drives.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.
- Test Administrators must verify that the circle for **Special Accommodation I** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

J. Scribe:

Accommodation J is considered a Special Accommodation for the Writing Assessment. It is an Allowable Accommodation for the Achievement, Competency, Gateway, and EOC tests. Special Accommodation may be used by students when indicated on the IEP or 504 Service Plan or due to a short-term physical inability to write. Extended Time limits for the Writing Assessment may be determined by the student's IEP Team or 504 Review Committee.

If the student can proficiently use a keyboard, the IEP Team or the 504 Review Committee should consider the use of a keyboarding device (Assistive Technology) instead of dictation to a Scribe for the Writing Assessment. According to a report by the National Center on Educational Outcomes, "If students are unable to handwrite but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation."²

Students who cannot mark their own answer documents may use an impartial Scribe. A student may dictate his/her entire response using an audio recording device. The student's response may be played back in short segments, so that the student may then spell out each word, letter-by-letter, and punctuate the response for the Scribe.

If the student does not typically use an audio recording device, the student may dictate his/her entire response to the Scribe. The Scribe may read back the student's response in short segments, so that the student may spell out each word letter-by-letter and punctuate the response for the Scribe.

In either case, the Scribe must record the student's response exactly as the student dictates it. Corrections may not be made in spelling, punctuation, sentence structure, etc.

Eligible students must receive this accommodation under the following conditions:

- Students using this accommodation should be tested in a quiet room apart from other students to avoid confusion while testing.
- The Scribe should remain silent throughout the testing process.
- The Scribe must not alert the student of mistakes during testing.
- The student must dictate his/her essay using an audio recording device OR dictate directly to the Scribe.
- If a recording device is used, the student's response may be played back in short segments, so that the student may then spell out each word, letter-by-letter, and punctuate the response as the Scribe writes the response in the answer document.

²Thurlow, M., & Bolt, S. (2001). Empirical support for accommodations most often allowed in state policy (Synthesis Report 40). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 13. World Wide Web: [http://education.umn.edu/NCEO/Online Pubs/Synthesis41.html](http://education.umn.edu/NCEO/Online%20Pubs/Synthesis41.html).

- If the student dictates directly to the Scribe, she/he may read back the student's response in short segments, so that the student may spell out each word, letter-by-letter, and punctuate the response to the Scribe.
- The student must dictate all punctuation.
- In the case of oral dictation, if the student requests to go back to a certain passage, the Scribe should either show the student the written page or spell back what the student dictated.
- The essay should be transcribed on the answer document provided for the Writing Assessment.
- Test Administrators must verify that the circle for **Special Accommodation J** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

If a student uses an audio recording device, the tape must be labeled with the student's name, social security number, school name, grade, and system name. Please place the labeled tape in a protective case and return it to:

Charlotte Woehler
Tennessee Department of Education
Assessment, Evaluation and Research Division
1252 Foster Avenue
Hardison Building
Nashville, TN 37243

NOTE: If using U.S. Mail, use 37243 as the zip code. If using UPS or FedEx, use 37210

K. Unique Accommodations:

Based on the final NCLB Regulations for students receiving Special Education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodations Request Form*. All Unique Adaptive Accommodations Request Forms should be submitted to the State Department Education Division no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases, additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students, *Unique Adaptive Accommodations Request Forms* should be submitted to the State Department Special Education Division for review and approval.

The following guidelines should be used when determining if a *Unique Adaptive Accommodations Request Form* should be considered:

- The use of the accommodation must be currently documented in the student's IEP. (The unique accommodation does not have to be documented on the current *Allowable/Special Accommodations Addendum*, but a copy of the approved *Unique Adaptive Accommodations Request Form* should be attached to the IEP.)
- The accommodation must be used for the purpose of student access to the general education curriculum.
- The accommodation shall be age appropriate, related to the student's disability, and must meet the individual instructional needs of the student.
- The accommodation must be part of the student's regular instructional program, used consistently throughout the school year for all related classroom assignments and tests. (The accommodation may not be introduced for the first time on a TCAP assessment.)
- The student must be proficient in the use of the accommodation.
- Any accommodations that change the standards measured by altering the number of items on the test or answer choices **will not be considered**.

- Test Administrators must verify that the circle for **Special Accommodation K** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

Testing Irregularities

It is the responsibility of each school's lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that they are documented on the student's IEP or 504 Service Plan. It is the Test Administrator's responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure all accommodations are applied appropriately.

A *Report of Irregularity* should be submitted under the following conditions:

1. A student qualifies for a Special Accommodation but does not receive it.
2. A student does not qualify for a Special Accommodation but receives it.
3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.

<p>NOTICE: If Special Accommodations are needed for accommodating a student's disability and do not appear in the Special Accommodations Addenda, contact the Division of Special Education (615) 741-2851 or Assessment, Evaluation and Research (615) 741-0720 for guidance and further instructions.</p>
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PARTICIPATION in the TCAP WRITING ALTERNATIVE ASSESSMENT

The Tennessee Comprehensive Assessment Program–Alternate Assessments were developed to reflect the application of Tennessee’s Content Standards for students with significant cognitive and adaptive disabilities. The student’s IEP team determines and verifies in the student’s Individual Education Plan (IEP) that the student meets all of the participation criteria for the alternate assessment. Documents in the student’s record are the basis for the decision and include ent and longitudinal data such as:

- performance data across multiple settings,
- behavior observations in multiple settings,
- adaptive behavior, and
- continuous assessment of progress on IEP objectives.

Students who are in grades 5, 8, and 11 and meet the TCAP-Alt Participation Guidelines may take a WA-Alt writing prompt on their assigned grade level. The students will take the test on the mandated Writing Assessment day. To participate in the TCAP Writing Alternative Assessment, the student must meet ALL of the criteria listed on the TCAP-Alt Participation Guidelines (Addendum to the IEP) located on pages 39–40. The TCAP-Alt Participation Guidelines Addendum is completed during the IEP team meeting, documenting the student’s need for participation in the TCAP Writing Alternative Assessment. The TCAP-Alt Participation Guidelines Addendum is reviewed annually and must be attached to the student’s current IEP. Questions regarding the TCAP-Alt Participation Guidelines or accommodations should be referred to the Special Education Division at (615) 741-2851.

An answer document is provided just for the students taking the TCAP Writing Alternative Assessment. The Test Administrator must verify that an answer document marked WA-Alt is used for all TCAP Writing Alternative Assessment students. The Test Administrator must also verify that the student accountability demographic information on the answer document is coded correctly. **In the Special Education box, the circle indicating the number of hours of Special Education Services received weekly by the student must be filled in.**

The TCAP Writing Alternative tests will be shipped to your system in a separate box identified as WA-Alt. After testing, return the student answer documents **in the same WA-Alt box** to ensure proper scoring for the test.

Directions for the Administration of the TCAP Writing Alternative Assessment

Administration guidelines contained in this section are for students participating in the WA-Alt Writing Assessment only. All other students participating in the TCAP Writing Assessment, including those students using accommodations, should refer to the guidelines on pages 25–36. Inappropriate test administration can result in nullification of test scores.

The TCAP Writing Alternative Assessment should be administered only to students meeting the TCAP-Alt Participation Guidelines and are currently in assigned grades 5, 8, and 11. IEP Teams must have completed the TCAP-Alt Participation Guidelines Addendum and have attached it to the student’s IEP, indicating that the student will participate in both the TCAP-Alt Out-of-Level Assessment and the WA-Alt Writing Assessment. **Any accommodations typically used by the student during instruction and assessment of writing skills may be used on the WA-Alt Writing Assessment.** These accommodations include not only the Allowable, Special and/or ELL Accommodations (as applicable), but also the following:

- explanation of the WA-Alt Writing Assessment prompt to the student in a manner consistent with his/her regular instructional program;
- use of Assistive Technology with prediction software, electronic spellers, spellcheck and/or grammar check utilities;

- the use of a Scribe to whom the student may dictate his/her response;
- the use of a tape recorder or other recording device into which the student may dictate his/her response for transcription onto an answer document;
- the use of Extended Time may be given to the student as needed, as determined by the IEP Team.

Test Administrators may explain the prompt to the student in a manner consistently used throughout classroom instruction and on similar assessments. This accommodation may be used under the following conditions:

1. The student must be tested in an individual or small group setting away from other students who do not need the accommodation. The Test Administrator must ensure that students who are not using this accommodation cannot hear the explanation of the prompt.
2. The student must not discuss the prompt with other students.
3. The Test Administrator/Proctor must not assist the student with the development of his/her response.

For the purpose of the TCAP Writing Alternative Assessment, a Scribe may write the response as dictated by the student, as appropriate. The student does not need to dictate letter by letter as on general TCAP assessments, but can dictate word by word to the Scribe. A Scribe may insert punctuation and capitalization implied by the student's response. The Scribe must write exactly what is dictated by the student. No elaboration of student response is permitted. The Scribe may read back to the student what has been written as often as requested by the student. These guidelines may be used for transcription of student responses from audio recording devices, as well. The use of a Scribe is defined in this way for the TCAP Writing Alternative Assessment **ONLY**. This accommodation may be used under the following conditions:

1. The student must be tested in an individual setting away from other students who do not need the accommodation.
2. The Test Administrator/Proctor must not assist the student with the development of his/her response.

The use of Assistive Technology that includes prediction software, electronic spellers, spellcheck, and/or grammar check utilities is available for use by students participating in the TCAP Writing Alternative Assessment **ONLY**. These features must be disabled for all other students using this accommodation on the general TCAP Writing Assessment. This accommodation may be used under the following conditions:

1. The student must be tested in an individual or small group setting away from other students who do not need the accommodation. The Test Administrator must ensure that students who are not using this accommodation cannot hear any part of the student's response.
2. The Test Administrator/Proctor must not assist the student with the development of his/her response.

All responses must be recorded on paper (a regular answer document if the student's work is transcribed) and must be returned to the State for scoring. **The State will not score directly from an audio tape or CD.**

Students who record their answers on audio recording devices must have their answers transcribed to a regular answer document. Directions for the return of audio tapes, CDs, or other means of student response (page 35) must be carefully followed.

As with all TCAP Assessments, any accommodation(s) used must be appropriate for the individual student and documented on the IEP as a classroom accommodation that has been used consistently during the school year. Test accommodations are to be used by students with disabilities to provide an appropriate opportunity to demonstrate knowledge of the curriculum content. An accommodation based solely on the potential to enhance performance beyond providing equal opportunity can result in nullification of test scores.

2006–2007
TCAP-Alt Participation Guidelines
(Addendum to the IEP)

Student: _____ Assigned Grade Level: _____ Date: ____/____/____ Date of Birth: ____/____/____
 To participate in the Alternate Assessment, the student must have a current IEP and documentation to support all of the criteria listed below.

SECTION I

YES	NO	[Evaluation Review of Cognitive/Adaptive Ability] – Check YES or NO and Document Below
<input type="checkbox"/>	<input type="checkbox"/>	<p>Note: In Order to ensure there is sufficient information to document this student has a significant cognitive and adaptive disability, the school psychologist <u>must review all evaluation/assessment information</u>. After file review and documentation of this review has been made, the school psychologist signs in the space provided below, indicating agreement or non-agreement of student's significant cognitive and adaptive deficits.</p> <p style="text-align: center;"><i>This student demonstrates significantly deficit cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards <u>even with program modifications</u>.</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Review of student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning:</p> <p>Psychologist's Printed Name _____ / Signature _____</p> <p>Individual Cognitive Ability Test: _____ Date: _____</p> <p style="margin-left: 40px;">Total Battery Score: _____</p> <p style="margin-left: 40px;">Highest Component Score: _____ Area: _____</p> <p style="margin-left: 40px;">Lowest Component Score: _____ Area: _____</p> <p>Adaptive Behavior Skills Assessment: _____ Date: _____</p> <p style="margin-left: 40px;">Total Battery Score: _____</p> <p style="margin-left: 40px;">Highest Component Score: _____ Area: _____</p> <p style="margin-left: 40px;">Lowest Component Score: _____ Area: _____</p> <p>Note: All Total Scores and Component Scores are required. Provide <u>Standard Scores only</u>.</p> <p>If documentation in one of the requested areas is unavailable, a detailed explanation for participation in TCAP-Alt must be documented in the spaces provided below. Please include a detailed description of any medical conditions preventing assessment in the requested areas.</p> <p>_____</p> <p>_____</p>
YES	NO	[IEP Team Review] – Check YES or NO and Document Below
<input type="checkbox"/>	<input type="checkbox"/>	The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
<input type="checkbox"/>	<input type="checkbox"/>	There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p style="text-align: center;">STUDENT SAFEGUARDS</p> <p>The following conditions have been ruled out and are not the primary justification or reason this student is not participating in the general Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:</p> <ul style="list-style-type: none"> • excessive or extended absences, • sensory impairments, • emotional-behavioral disabilities, • specific learning disabilities, • language impairment, • other health impairment, • development disability (i.e., Autism, Asperger's Syndrome, Developmental Delay), • limited English proficiency, or • social, cultural, and economic differences. <p>The decision for TCAP-Alt participation is based on the needs of the student. <u>It is not based upon anticipated impact on system/school performance scores.</u></p> <p>The decision for TCAP-Alt participation is an IEP TEAM DECISION based on the needs of the student. <u>IT IS NOT AN ADMINISTRATIVE DECISION.</u></p>
YES	NO	FOR A STUDENT 14 YEARS OF AGE OR OLDER
<input type="checkbox"/>	<input type="checkbox"/>	The student is unable to complete a state approved high school diploma program, even with extended learning opportunities and/or accommodations.

If the answer to any Section I question is NO—STOP HERE.
 This student **does not meet criteria** for participation in the Alternate Assessment.

If ALL the answers to Section I are YES—PROCEED to Section II.

Student: _____ Assigned Grade Level: _____ Date: ____/____/____ Date of Birth: ____/____/____

SECTION II

Guidelines for Determining Participation in TCAP-Alt PA or Out-of-Level Assessment

The Portfolio Assessment has been designed to measure academic progress of students with the most significant cognitive and adaptive disabilities.

While the use of out-of-level assessments is an option under TCAP-Alt for 2006–2007, **the IEP Team must be aware that student who participates in an out-of-level assessment scores will automatically be reported as a “Non-Participant” for AYP purposes.** The IEP Team must carefully consider if the student is able to meaningfully participate in the out-of-level assessment. The out-of-level assessment chosen must represent challenging academic goals for the student. ***Administration of an assessment that is below the ability level of the student is an inappropriate use of this option.***

CHECK ALL THAT APPLY.

- ☐ IEP Team Members agree that the student meets participation guidelines for the TN Alternate Assessment.
- ☐ The student's participation in the TN Alternate Assessment is documented and justified annually on the IEP.

The IEP Team has determined that the student will participate in:

- ☐ TCAP-Alt: PA (Check Content Areas for Assessment)
- ☐ English/Language Arts (includes Writing in Grades 5, 8, and 11) ☐ Mathematics ☐ Science ☐ Social Studies
- ▶ Multimedia Permission Form Signed by the Parent: ☐ YES ☐ NO
- ☐ TCAP-Alt Out-of-Level (*Reminder:* reported as “Non-Participant” for AYP purposes)
- ☐ TCAP-Alt Writing Assessment (Grades 5, 8, and 11) – For use by students participating in Out-of-Level option only.

YES	NO	If the student is participating in the Out-of-Level option, complete the following information.
<input type="checkbox"/>	<input type="checkbox"/>	Based on criterion-referenced or norm-referenced assessments, the student's <u>instructional reading level</u> measures at least pre-kindergarten/readiness skills level <ul style="list-style-type: none"> • Test: _____ Date: _____ • Instructional Reading Level: _____
<input type="checkbox"/>	<input type="checkbox"/>	The IEP Team is in agreement that Out-of-Level assessment is the most appropriate option for the student. The IEP Team agrees that the Out-of-Level assessment chosen represents challenging academic goals for the student.
If the answers to both SECTION II questions are YES, the student may participate in the TCAP-Alt Out-of-Level Assessment if the IEP Team feels this to be the most appropriate option for the student.		

IEP TEAM MEMBERS:

Signature

Position

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SCHOOL PRINCIPAL:

Signature: _____

Note: Students who do not meet *TCAP-Alt Participation Guidelines* but are assessed with the TCAP-Alt Assessment will be reported as Non-Participants for AYP purposes.

2006–2007 ENGLISH LANGUAGE LEARNER ACCOMMODATIONS AND EXCLUSIONS

The State of Tennessee English Language Learners (ELL) Testing Policy states:

“The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

An English Language Learner is a student who:

- a) is identified on the Home Language Survey as speaking a language other than English **and**
- b) scores less than advanced in two or more of the assessed domains (reading, writing, and oral skills) on the test of English Language Learners Assessment (CELLA) for school years 2004–2005 and 2005–2006.

ELL First Year Exclusion for Participation in Selected State Assessments

The first year an ELL student is in an American school he/she **may** be exempted from participation in the TCAP Writing Assessment in grades 5, 8, and 11.

Transition Year 1 (T1) and Transition Year 2 (T2) ELLs

An ELL who tests proficient on the English Language Proficiency Test exits the ESL program and is referred to as a Transition student. The first year after exiting the ELL program, the student is Transition 1 (T1); the second year he/she is a Transition 2 (T2). A T1 or T2 student is not eligible for ELL accommodations.

Approved ELL Accommodations for 2006–2007

An ELL is eligible for accommodations on any TCAP assessment except for the State approved English Language Proficiency test. School districts must determine allowable accommodations based on individual student needs and abilities and document these accommodations.

Allowable accommodations for ELLs are outlined in the following chart. An ELL who has either an Individual Education Plan (IEP) or a 504 Service Delivery Plan may receive additional accommodations as identified in that plan.

2006–2007 English Language Learner (ELL) Accommodations

Accommodation	TCAP Writing	Required Conditions for Accommodations
Q. Extended Time	Time and a half	<ul style="list-style-type: none"> ➤ ELL, and ➤ scores as below proficient on the State of Tennessee ESL assessment
R. Bilingual Dictionary	Not allowed	<ul style="list-style-type: none"> ➤ ELL, and ➤ scores as below proficient on the State of Tennessee ESL assessment
S. Read Aloud Internal Test Instructions in English	All tests	<ul style="list-style-type: none"> ➤ ELL, and ➤ scores as below proficient on the State of Tennessee ESL assessment
T. Read Aloud Internal Test Items in English	All tests	<ul style="list-style-type: none"> ➤ ELL, and ➤ scores as below proficient on the State of Tennessee ESL assessment

The following is an approved accommodation provided for English Language Learners in State assessments and may be used, as indicated, on the Writing Assessment.

ELL Accommodation
<input type="radio"/> Q

Q. Extended Time:

The Test Administrator must verify that the circle for **ELL Accommodation Q** is darkened to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL in the ESL Services box is darkened on the answer document, as well as the circle in the ELL Accommodation Q box. T1/T2 students do not receive ELL Accommodations.

Eligible students using Accommodation Q should be given one and one-half (1½) the standard time limits:

Fifth-grade students – 53 minutes

Eighth-grade students – 53 minutes

Eleventh-grade students – 53 minutes

Questions regarding ELL Accommodations should be referred to the Tennessee ESL Consultant, Jan Lanier, at (615) 532-6314.

SECTION IV: HOME SCHOOL AND HOMEBOUND STUDENTS

TESTING HOME SCHOOL STUDENTS

Only grade 5 Home School students take the Writing Assessment. Home School students in grades 8 and 11 do not take the Writing Assessment.

Independent

Independent Home Schools are conducted by a parent-teacher who is registered with the local school system.

T.C.A. 49-6-3050(b)(5)(A)

Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to home school students of the same state board-approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by §49-6-6001;

(B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the home school student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the home school student is tested in grade (5). Both parent-teacher and home school student shall be under the supervision of the test administrator.

Church Related

Church-related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by §49-50-801. Students registered with a church-related school in grades Kindergarten through eight (K–8) will take the standardized test, if it is administered, at the church-related school. Tests will be given to Home School students at the time that the church-related school tests their regular day school students.

T.C.A. 49-6-3050(a)(2)(C)(ii)

Any parent conducting a home school for children in grades nine through twelve (9–12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in the use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

Parents of Home School students must provide transportation to and from the test site.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be Home School.
2. On the **answer document**, in the Other Programs box, darken the Home School circle.
3. Complete a **separate Group Information Sheet (GIS)** for each student tested.
 - A) Write **HOME SCHOOL** in the box for System Name.
 - B) In the System # Box, code 00981 for the Home School system number.
 - C) In the School # Box, code **Your SYSTEM NUMBER**, omitting the first zero, (e.g., 0470 for Knox County)
 - D) In the School name Box, fill in and code **Your SYSTEM NAME** for the School Name.
 - E) In the Grade Box, darken the appropriate grade level.
 - F) Affix a Home School bar code in the sample space provided. If you do not have a Home School bar code, leave this sample space empty.
 - G) In the Teacher Last Name Box, fill in and code **HOME**.
 - H) In the Teacher First Name Box, fill in and code the student's last name.
 - I) In the Social Security Box, fill in and code the student's Social Security number or special student identification number.
 - J) In the Non-Public Box, fill in and code 00981 to identify the student as a Home School student.
 - K) In the Number of Students Testing Box, fill in and code 001.
 - L) In the Number of Students Absent Box, fill in and code 000.
 - M) In the Number of Answer Documents Returned, fill in and code 001.
4. List all Home School students on a single School/Group List for your system.
5. Place all Home School Group Information Sheets under the single School Group list for your system and pack with the scannable answer documents to return to Measurement Incorporated.

TESTING HOMEBOUND STUDENTS

Testing of Homebound students should be addressed in each student's educational plan. Allowable Accommodations may be used. Special Accommodations may be used if the student meets the required conditions.

- Special attention should be given to test security.
- Student must be tested during the system's designated testing dates.
- The Homebound student should be coded at his/her school of record/enrollment.
- The completed answer document should be placed under a Group Information Sheet for his/her teacher of record/enrollment.
- Affix a bar code label on both the answer document and the Group Information Sheet that reflects the student's school of record/enrollment.

SECTION V: POST-TEST PROCEDURES

GROUP INFORMATION SHEET

Coding Instructions

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential that a complete and accurate GIS be placed on top of each stack of answer documents whose scores are to be reported together.

Incorrect, incomplete, or illegible information will result in inaccurate group reports, will delay test processing, and may have a negative impact on final reports. GISs precoded with school specific data must not be interchanged between schools or systems.

- ☐ Ensure GIS information is properly marked.
 - use No. 2 pencil to make dark, solid marks that fill the circle completely
 - make no stray marks
 - marking more than one circle in each column will invalidate the coding
 - erase changes completely
 - do not fill in circles beneath blank boxes
- ☐ Keep the following points in mind when preparing the GIS:
 - all scannable answer documents must be placed under a GIS
 - answer documents to be destroyed should **not** be placed under a GIS
 - grade levels should not be combined under a GIS
 - when completing a GIS, use a bar code label to ensure information is identical for processing
- ☐ Complete GIS information.
 1. **SYSTEM NAME:** Print the system name. (For private schools, the system name and the school name are the same.)
 2. **SYSTEM NUMBER:** Print the system number. Precede the system number with zero(s), if needed, to complete the 5-digit number. Fill in the corresponding circle below each number.
 3. **SCHOOL NUMBER:** Print the school number. Precede the school number with zero(s), if needed, to complete the 4-digit number. Fill in the corresponding circle below each number.
 4. **SCHOOL NAME:** Print the school name as it appears on the bar code label. Fill in the corresponding circle below each letter.
 5. **GRADE:** Fill in the appropriate circle for the grade of the students being tested.
 6. **BAR CODE LABELS:** Affix the appropriate system/school bar code label to the GIS. The system/school bar code labels cannot be interchanged between schools.
 7. **TEACHER LAST NAME:** Print the teacher's last name in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**
 8. **TEACHER FIRST NAME:** Print the teacher's first name in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**
 9. **SOCIAL SECURITY #:** The teacher's social security number must be filled in accurately.

10. **NON-PUBLIC SCHOOL #:** Print the non-public school number. Fill in the corresponding circle below each number.
11. **NUMBER OF STUDENTS TESTING:** Print in the boxes the number of students testing. (This includes any student who refuses to test or leaves the testing area.) Fill in the corresponding bubble below each number. Single or double-digit numbers must be preceded by zero(s).
12. **NUMBER OF STUDENTS ABSENT:** Print in the boxes the number of students absent, who were required to test. Fill in the corresponding bubble below each number. Single or double-digit numbers must be preceded by zero(s).
13. **NUMBER OF ANSWER DOCUMENTS RETURNED:** Print in the boxes the total number of students testing plus the total number of students absent (e.g., Box 10 + Box 11 = Box 12).

SCHOOL/GROUP LIST

Completion Instructions

The School/Group List (SGL) provides a comprehensive list of all GIS forms for each school. Use the SGL to cross reference information from the GIS forms and to verify the number of answer documents to be scanned/scored. Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate reports and/or AYP data. For the Writing Assessment only, the School Group List will not be entered online.

☐ Keep the following points in mind when preparing the SGL:

- if a teacher/administrator/group has more than one GIS with answer documents to be scanned/scored, the information for each set should be listed separately
- list all GIS forms together in grade order
- SGL forms may be photocopied, if needed

☐ Complete the SGL information.

1. **System Name:** Print the system name on the line provided.
2. **School Name:** Print the school name on the line provided.
3. **System Number:** Print the system number on the line provided.
4. **School Number:** Print the school number on the line provided.
5. **Building Testing Coordinator:** Print the Building Testing Coordinator's name and telephone number, including area code.
6. **System Testing Coordinator:** Print the System Testing Coordinator's name and telephone number, including area code.
7. **Teacher:** List each teacher/group by the name shown on the GIS (last name, first name, middle initial). **The name should be spelled and written exactly as it is on the GIS.** **Note:** If a teacher/group has multiple GIS forms, list each separately on the SGL. Distinguish sections by labeling with "A," "B," etc., or "one," "two," etc. **Make sure it is exactly the same on the GIS.**
8. **Grade Level:** Indicate the grade at which the students were assessed for each group.
9. **Number of Answer Documents:** For each group, write the number of student answer documents.
10. **Number of TCAP WRITING ALTERNATIVE ASSESSMENT Answer Documents:** Record the number of WA-Alt answer documents for each group.
11. **Number of Large Print Answer Documents:** Record the number of Large Print answer documents for each group.
12. **Number of Braille Answer Documents:** For each group, write the number of Braille answer documents.
13. **Number of Word Processor Generated Documents:** For each group, write how many Word Processor Generated Documents are included.



TCAP WRITING ASSESSMENT SCHOOL / GROUP LIST

System Name: _____ System Number: _____

School Name: _____ School Number: _____

Building Testing Coordinator: _____

System Testing Coordinator: _____

Directions: List only one school on this form. The information listed below should match what is written and coded on each Test Administrator's Group Information Sheet (GIS). If a Test Administrator has more than one group of answer documents to be scored, the information for each of his or her completed GIS forms should be entered separately.

Teacher			Grade	# of Regular Answer Docs	# of WA-Alt Answer Docs	# of Large Print Answer Docs	# of Braille Answer Docs	# of Word Processor Generated Docs
Last	First	MI						

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THIS FORM MAY BE REPRODUCED BY A SCHOOL IF ADDITIONAL COPIES ARE NEEDED.

RETURN PROCEDURES

Guidelines for Handling RI/Breach Materials

1. See Section VIII: Administration Anomalies, for information regarding appropriate use and handling of RI/Breach forms.
2. Call Charlotte Woehler at (615) 253-4344 for verification of RI *Void* recommendations.
3. If the test is to be VOIDED, the ORIGINAL answer document(s) should be attached with a PAPER CLIP to a copy of the RI printed from the website and returned in the Breach Envelope. NOTE: This would be a very rare occurrence and TDOE approval must be obtained to void a student answer document. Place original copy of the Breach in the Breach Envelope: keep a copy for system records.
4. If there are RI/Breach issues involving nullification or voids, **DO NOT WRITE VOID OR NULLIFY ON ANY ANSWER DOCUMENT!**
5. Enter any Breach of Testing Security Reports or any Medical Exemption Requests as an RI online.
6. Place original copies of the Breach of Testing Security Report form, the Adequate Yearly Progress Demographic Review, and the Medical Exemption Request in the Breach Envelope. Keep a copy for system use.
7. Refer to the Breach of Testing Security flowchart (Section I: Breach of Testing Security Procedures) for procedures in reporting and handling any testing security issues.
8. Priority Mail the Breach Envelope with the completed forms to:

Charlotte Woehler
Tennessee Department of Education
Assessment, Evaluation and Research Division
1252 Foster Avenue
Hardison Building
Nashville, TN 37243

NOTE: If using US Mail, use 37243 as the zip code. If using UPS or FedEx, use 37210.

9. Do not send Breach Envelopes with test materials to Measurement Incorporated.

Processing Definitions

- Process Normally – Test will be scanned and included in all reports as if no incident occurred.
- Nullify – Test will be scanned but will show on reports as “nullify.” Score will not reflect on system data.
- Void – Test will not be scanned and no record of test will exist—rarely done since this does not provide a record of student's opportunity to test.

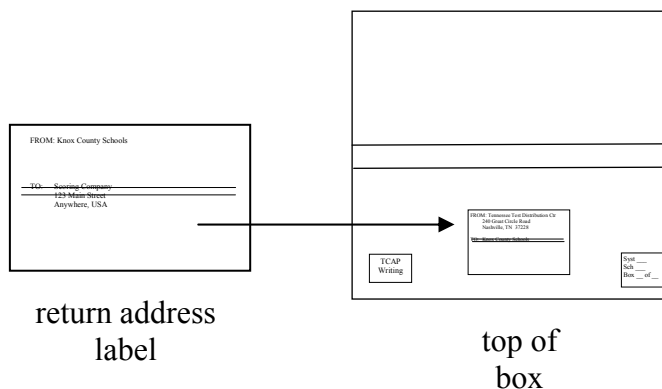
NOTE: Any Breach of Testing Security Report forms submitted to the System Testing Coordinator should be returned to Assessment, Evaluation and Research in the Breach Envelope. See Section I: Test Security, for procedures on handling any security issues. An additional on-line RI Report must be submitted for a Breach of Security.

Preparing for Shipment

Notice: All test materials must be returned to Measurement Incorporated no later than **one week** following the test. The System Testing Coordinator is responsible for arranging test materials pickup by the same company that delivered them. Contact Assessment, Evaluation and Research at (615) 741-0720 if there are any problems packing materials or arranging for pickup.

- ☐ 1. Locate the return address labels, which were packed in Box #1 of each school's test materials.
- ☐ 2. **Do not remove identifying labels from any boxes.**

- ☐ 3. Check return materials for completed ITMs and loose used answer documents.
- ☐ 4. Materials must be placed in the box in the following order (from top to bottom):
 - Shipping Order form
 - completed School/Group List(s)
 - paper-banded stacks of answer documents, with the completed Group Information Sheet (GIS) on top with **system/school bar code** label affixed
 - (1) Word Processor Generated, Large Print, and Braille student responses (with attached student answer documents). Verify that the six-digit unique number from the regular answer document has been copied onto the original student response.
 - (2) student answer documents. There must be an answer document for every student enrolled. Every absent student must have an answer document filled out with the student demographic information on page one filled out. The Absent circle in the Absentee Status Box must be darkened or the student will receive a score point of zero.
 - paper-banded Inactive Test Materials. These materials will not be scored.
 - used writing prompts with directions, paper banded by grade
 - unused test materials
 - ancillary materials
- ☐ 5. Make sure the school label in the lower right corner and the test label in the lower left corner on the box match the materials to be enclosed.
- ☐ 6. Pack all used, unused, and ancillary materials **by school**, in the same boxes in which they were originally received.
 - A) if the original shipment boxes cannot be reused or if additional boxes are used:
 - (1) print "TCAP Writing" in lower left corner on the top of the new box
 - (2) print system/school names and numbers with box count (e.g., 3 of 10) in lower right corner on the top of the new box
 - B) if the original total box count number has increased or decreased:
 - (1) correct the total box count on the label in the lower right corner of the box
 - (2) notify Assessment, Evaluation and Research if additional UPS Return Service (RS) labels are needed
- ☐ 7. Affix the white return address label directly on top of the yellow address label, if applicable.



- ☐ 8. Seal boxes per system instructions.
- ☐ 9. Store materials in a dry, secure location until pickup.
- ☐ 10. Return shipping instructions to Measurement Incorporated were included with shipment of test materials.
 - A) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled “Return Instructions”
 - B) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled “Box #1 Central Office,” located in a packet labeled “Return Instructions”
- ☐ 11. Carefully follow the return shipping instructions. Ship tests and materials to:

**Measurement Incorporated
423 Morris Street
Durham, NC 27701
Attn: TCAP Writing Assessment Processing**

R&L Carriers Return Instructions

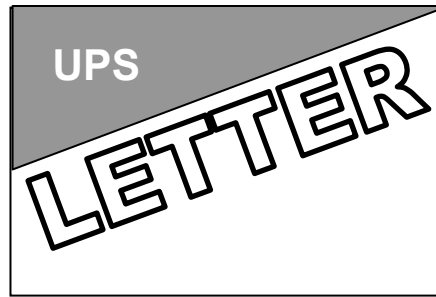


After test materials are packed:

1. Locate the **R&L Carriers Bill of Lading** and return shipping instructions, which were attached to a box on the first pallet of materials, located in a packet labeled “Return Instructions.” If you are unable to locate the Bill of Lading, contact Assessment, Evaluation and Research at (615) 741-0720.
2. Ensure Bill of Lading is for the assessment materials being returned.
3. If late order materials have arrived by **UPS**, you can still include these extra materials with this R&L shipment.
4. Materials must be shrink-wrapped and stacked on pallets for pickup. If a pallet is needed for your materials, notify R&L Carriers when you schedule pickup.
5. Call **R&L Carriers** to arrange pickup of test materials.
 - A) **at the time of this call**, inform dispatcher of system hours of operation, holidays, and special requirements, such as pickup limitations, no loading dock, or limited space for trucks
 - B) arrange date, time, and location for pickup
6. Shipping is prepaid; no local charges should be incurred.
7. If a shipping invoice is received, notify Assessment, Evaluation and Research
8. Ensure system personnel are present to supervise pickup.
9. If pickup has not been made within five (5) days, contact Assessment, Evaluation and Research.

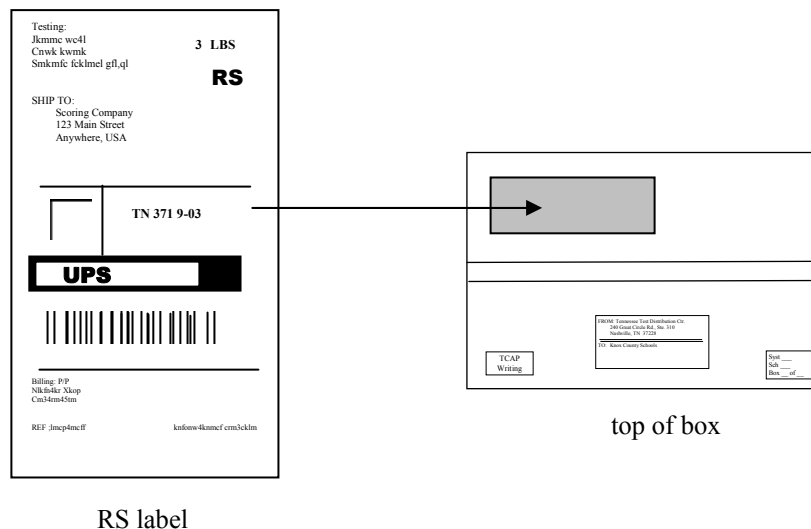
R&L Carriers Contact Numbers

- For Giles, Lawrence, Lincoln, or Wayne Counties: Call **1-800-298-8116**
- For Anderson, Blount, Campbell, Carter, Claiborne, Clay, Cocke, Cumberland, Fentress, Grainger, Greene, Hamblen, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, Morgan, Overton, Pickett, Putnam, Roane, Scott, Sevier, Sullivan, Unicoi, Union, Van Buren, Washington, or White Counties: Call **1-800-242-2147**
- For Benton, Carroll, Chester, Crockett, Decatur, Dyer, Fayette, Gibson, Hardeman, Hardin, Haywood, Henderson, Henry, Lake, Lauderdale, Madison, McNairy, Obion, Shelby, Tipton, or Weakley Counties: Call **1-800-242-8596**
- For Bedford, Cannon, Cheatham, Davidson, DeKalb, Dickson, Franklin, Grundy, Hickman, Houston, Humphreys, Lewis, Macon, Marshall, Maury, Montgomery, Perry, Robertson, Rutherford, Smith, Stewart, Sumner, Trousdale, Warren, Williamson, or Wilson Counties: Call **1-800-242-2146**
- For Bledsoe, Bradley, Coffee, Hamilton, Marion, Meigs, McMinn, Monroe, Moore, Polk, Rhea, or Sequatchie Counties: Call **1-800-448-1043**



After test materials are packed:

1. Locate the **UPS Return Service (RS) labels and instructions**, which were attached to the outside of the box labeled “Box #1 Central Office,” located in a packet labeled “Return Instructions.” If additional labels are needed, contact Assessment, Evaluation and Research at (615) 741-0720.
 - A) ensure the RS labels are for the assessment materials being returned
 - B) the weight on the return label must match the weight on the delivery label



2. Affix an RS label to each box; ensure the label covers the barcode label that is currently on the box (leave only the return barcode label exposed to avoid conflicting barcodes).
3. If **UPS** does not stop daily at the system office, please notify the Materials Manager in our office at (615) 741-0720 to arrange a pickup.
 - A) the driver will not pick up boxes unless the RS labels are affixed
 - B) **UPS** may request the tracking number which is printed on the **RS** label
 - C) the tracking number begins with “1Z...” and is printed on each **RS** (Do not use the tracking number on the original delivery label).
4. Ensure system personnel who coordinates **UPS** pickups is notified test materials are ready for pickup, the number of boxes, and where the materials are located.
5. If pickup has not been made within five (5) days, contact Assessment, Evaluation and Research.

SECTION VI: ADMINISTRATION ANOMALIES AND FORMS

MAKE-UP TESTING

Plans should be made to allow all students to make up any tests not attempted during the regular testing session. There is only one State approved make-up day for the Writing Assessment. The approved make-up date is the day immediately following the scheduled Writing Assessment test administration date.

Before Testing

- ☐ 1. Plan to administer the Writing Assessment make-up on the designated date.
- ☐ 2. Identify and contact students who need to make up a test.
- ☐ 3. Schedule students listed on the absentee list provided by the Test Administrator to make up a test.
- ☐ 4. Gather materials needed to administer the test, e.g., answer document, *Test Administration Manual*, student prompt and direction sheets.

During Testing

- ☐ 1. Establish a quiet secure place for the administration of the make-up test.
- ☐ 2. Code or help students code the student accountability demographic information on the answer documents, according to instructions in this Manual.
- ☐ 3. Administer the test adhering to test directions and time limits defined in this Manual.

After Testing

- ☐ 1. Utilize the Test Administrator's Checklist for instructions on handling testing material procedures, as applicable.
- ☐ 2. Coordinate with the Building Testing Coordinator for appropriate placement of the make-up test materials within other used answer documents and materials.
 - A) ensure all absent students **who were unable to take a make-up test** have a completed answer document with the ABSENT circle darkened placed under the appropriate Group Information Sheet (GIS) in the stacks of completed answer documents.
 - B) ensure that the ABSENT circle has been completely erased for all students who have taken a make-up test and that the answer document containing their responses is placed under the appropriate GIS.
 - C) be sure that no student has two answer documents to be scanned and scored. For students who have taken a make-up test and have used a new answer document and also have an answer document with the ABSENT circle darkened in the stacks of answer documents, remove the answer document that does not contain responses and place it under an Inactive Test Material form with the appropriate incident type checked.
- ☐ 3. The Building Testing Coordinator will fill out the Medical Exemption Request for severe, documented medical circumstances. The Building Testing Coordinator will submit the Medical Exemption Request online and send the original form to the System Testing Coordinator in the Breach Envelope.

Adequate Yearly Progress Demographic Review

System: _____ System #: _____

School: _____ School #: _____

Date: _____

Assessment: Achievement ☐ Writing ☐ Gateway/ End of Course ☐

Test Administration: Fall ☐ Spring ☐ Summer ☐

School Level Completion

I/We have reviewed all student data on the Student Accountability Demographic Sheets from our school. To the best of our knowledge the data is accurate and complete. I/We acknowledge that this data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State report card.

(Circle one)

There **were** / **were not** RI/Breach incidents for our school

Building Testing Coordinator: _____ Date: _____
Signature

System Level Completion

I/We have verified with the Building Testing Coordinator that all student data on the Student Accountability Demographic Sheets is accurate and complete. I/We acknowledge that this data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State report card.

(Circle one)

RI/Breach incident forms **are** / **are not** enclosed for this school.

System Level Testing Coordinator: _____ Date: _____
Signature

Complete the form for each school administering a TCAP Assessment.
The form needs to be signed by both the Building Testing Coordinator ***and***
the System Testing Coordinator.

Submit the form in the **Breach Envelope** to the appropriate Program
Manager in the Office of Assessment, Evaluation and Research.

Medical Exemption Request

System: _____ System #: _____

School: _____ School #: _____

Assessment: Achievement ☐ Writing ☐ Gateway/ End of Course ☐

Test Administration: Fall ☐ Spring ☐ Summer ☐

School Level Completion

The following student was not present during any portion of the above TCAP Assessment for documented medical reasons.

Student Name: _____

Student SSN: _____ Student DOB: _____ Student Grade: _____

Teacher Name/Header Information: _____

School Test Dates: _____

Student Absent Dates: _____

Explanation of Emergency (Include name of hospital): _____

Building Testing Coordinator: _____ Date: _____
Signature

System Level Completion

I have verified with the Building Testing Coordinator that the above student was absent during the TCAP Assessment marked above for documented medical reasons. Please exclude him/her from our student count for participation rate calculations.

System Level Testing Coordinator: _____ Date: _____
Signature

Complete this form for ***each*** student absent for documented medical reasons. Attach copies of supporting documentation.

Submit the form in the **Breach Envelope** to the appropriate Program Manager in the Office of Assessment, Evaluation and Research.

Medical Exemption Requests are subject to approval by the Tennessee Department of Education.

REPORT OF IRREGULARITY

The Report of Irregularity (RI) is used to report a serious irregularity during testing. The RI should be used only for the irregularities listed on the RI form. If the school has no RI issues to report, do not complete an RI form. Other circumstances may require an Inactive Test Material form (ITM).

Sample Circumstance	Action	Recommendation
Incorrect subtest taken	Complete RI	Void
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	Complete RI	Nullify
Student left with parent/guardian during testing session	Complete RI	Process Normally
Student refused to take test, Test Administrator ensured completion of demographics	Complete RI	Process Normally
School was dismissed during testing due to inclement weather	Complete RI	Process Normally
Student erased holes in answer document, answers were transcribed to another answer document	Complete ITM RI is not required	
Flu epidemic during testing caused large number of absences	Process normally RI is not required	
Student tried to look at the paper of a neighboring student whose answers were covered	Process normally RI is not required	
Student made random responses or drew on test	Process normally RI is not required	
Student upset about external events	Process normally RI is not required	
Student left glasses at home	Process normally RI is not required	
Fire drill or bomb threat	System Testing Coordinator immediately notifies the State for instructions	

- ☐ **Test Administrator Responsibilities**
 - ☐ do not write comments on answer documents
 - ☐ record irregularities and make sure each section is completed
 - ☐ list names and social security numbers of all affected students
 - ☐ submit completed RI form(s) to the Building Testing Coordinator; do not attach related answer document(s)
- ☐ **Building Testing Coordinator Responsibilities**
 - ☐ do not write comments on answer documents
 - ☐ verify appropriate use; enter RI information on TCAP Reports website
 - ☐ keep RI for school use
 - ☐ enter Medical Exemption Requests and Breach of Security Reports as an RI on the TCAP Reports Web site
 - ☐ then send the form and documentation in the Breach Envelope and submit to the System Testing Coordinator
- ☐ **System Testing Coordinator Responsibilities**
 - ☐ do not write comments on answer documents
 - ☐ review Medical Exemption Requests and Breach of Security Reports, enter these online; then send forms and required documentation in the Breach Envelope directly to Assessment, Evaluation and Research
 - ☐ review RI information online, approve, and submit
- ☐ Instructions for the NEW RI website are available separately. The Web site is:
<https://www.eval.k-12.state.tn.us>.



**TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
TEST ADMINISTRATOR'S REPORT OF IRREGULARITY**

System Name _____ **No.** _____ **School Name** _____ **No.** _____

Test Administrator Name _____

Teacher Name (as on the Group Information Sheet) _____ Grade _____

COMPLETE THE APPROPRIATE INFORMATION BELOW

Achievement Test: Subtest(s)
affected (mark all that apply)

Reading/ LA Part:	Math Part:	Science Part:	Social Studies Part:	Other (Specify)	ALL
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Gateway Tests: Test affected

Mathematics	Science	Language Arts
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End-of-Course Tests: Test
affected

English I	Math Foundations II	U.S. History	Physical Science
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Writing Test: Grade affected _____

Name (as on the test document) and Social Security Number of Student(s) Involved (attach list if needed) _____

This form is to be used only if the following irregularities occurred. Mark all that apply and include specific details below:

- ☐ A. A student or a group of students cheated.
- ☐ B. Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report.
- ☐ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and **number of items completed** in documentation above.
- ☐ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest.
- ☐ E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used **only** if the transfer of all information to another answer document **could not** be made.
- ☐ F. A student took the wrong test or subtest. **System Testing Coordinator must contact the State for further instructions.**
- ☐ G. Improper test modifications/accommodations were used.
- ☐ H. A student refused to take the test.

Document the occurrence (attach additional pages as needed) _____

INACTIVE TEST MATERIAL

Only material to be destroyed should be placed under this form. Documents attached to an Inactive Test Material Form (ITM) are inactive and are not to be scored. The ITM is a single sheet form and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school.

Answer documents should be considered inactive for the reasons listed on the form **only**. If an answer document contains responses, the responses and student accountability demographics must be transcribed to a new answer document before placing the document to be destroyed under this form. When completed, the ITM and related test materials should be paper banded separately from other test materials. Check only one box. Do not complete an ITM if there are no materials to accompany the ITM form.

The following test materials **should not** be included under ITM:

- Braille and Large Print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Used writing prompts or directions (Place them with used test materials.)
- Tests or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Answer documents with responses (Place them together under the appropriate GIS, in order.)
- Unused, pre-coded School Group Lists and GISs (Place them with used test materials.)

☐ Test Administrator Responsibilities

- ☐ do not write comments on answer documents
- ☐ identify any answer documents to be included under ITM
- ☐ notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
- ☐ complete ITM, **sign**, and paper band with any affected answer documents or test materials
- ☐ use only paper for bands (adding machine tape works well)
- ☐ return paper-banded ITM to Building Testing Coordinator

☐ Building Testing Coordinator Responsibilities

- ☐ do not write comments on answer documents
- ☐ ensure materials under ITMs are those documented on the form
- ☐ verify use of form corresponds to allowed reasons only
- ☐ **sign** completed forms
- ☐ ensure that damaged/contaminated documents are transcribed to a clean answer document which is placed under the appropriate GIS
- ☐ ensure each duplicate answer document under an ITM has a corresponding document under the appropriate GIS
- ☐ ensure only paper has been used for bands (adding machine tape works well)
- ☐ pack and return paper-banded ITMs to System Testing Coordinator per instructions

☐ System Testing Coordinator Responsibilities

- ☐ do not write comments on answer documents
- ☐ review ITMs for appropriate use, accurate completion, and **sign**
- ☐ make copy for system use
- ☐ confirm that damaged/contaminated documents were transcribed and that an ITM form was completed
- ☐ destroy contaminated documents and note on ITM that they were destroyed
- ☐ return paper-banded ITMs per specific Test instructions (see Section V, Return Procedures)



TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM INACTIVE TEST MATERIAL

System Name _____ No. _____ School Name _____ No. _____

Test _____ Grade/Content _____ Test Administrator _____

Complete one form for each incident type per grade/content area.

This form is to be used **only** if the listed incidents occurred.

Do NOT place the following under this form:

- Braille and large-print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Test booklets with only student names or random marks, except K-3 Achievement (Place them with used test materials.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order.)
- Unused, pre-coded Student Group Lists and GISs (Place them with used test materials.)

- ☐ A student marked responses in the test booklet (excluding K-3 Achievement). Demographic data and answers have been transcribed onto an answer document and placed under the appropriate GIS. Test booklet to be destroyed is under this form.
- ☐ A pre-coded answer document for a student no longer enrolled is under this form. A pre-coded answer document for a student absent from the Writing Assessment is under this form, and a completed Absentee Form for the absent student is under the appropriate Writing Assessment GIS. (Students absent from other assessments are noted on the answer document and placed under the appropriate GIS for that assessment).
- ☐ A completed Absentee Form for a student who later took the make-up test is under this form (Writing Assessment Only). The document to be scored is under the appropriate GIS.
- ☐ There are duplicate answer documents for a student. The document to be destroyed is under this form. The document to be scored is under the appropriate GIS.
- ☐ A student took the wrong test. The incorrect test answer document is under this form. The correct test document to be scored is under the appropriate GIS. (If the correct test could not be administered, also complete a Report of Irregularity.)
- ☐ An answer document with student responses is contaminated (e.g., vomit, blood). The answers have been transcribed to another answer document and placed under the appropriate GIS. Contaminated documents must be securely destroyed by the System Testing Coordinator and listed below. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.
- ☐ An answer document with student responses is damaged. The answers have been transcribed to another answer document and placed under the appropriate GIS. Damaged documents to be destroyed are under this form. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.
- ☐ A student filled in circles on an answer document in ink. Information has been transcribed onto a new answer document and placed under the appropriate GIS. The document to be destroyed is under this form.

Number of Documents paper banded under this form: _____

Student Name(s) and Social Security Number(s): _____

**TEST
ADMINISTRATOR:**

Place this completed form on top of the related test material, paper band and return to the Building Testing Coordinator.

Test Administrator's Signature

**BUILDING TESTING
COORDINATOR:**

Return this form and materials to the System Testing Coordinator.

Building Testing Coordinator's Signature

**SYSTEM TESTING
COORDINATOR:**

Make a copy of this form for system use. Return the form and materials per instructions in the *Test Administration Manual*.

System Testing Coordinator's Signature

System Testing Coordinator's Phone Number

SECTION VII: TROUBLESHOOTING

<i>If this happens.....</i>	<i>Do this:</i>
Test materials do not arrive by the specified date.	Contact Assessment, Evaluation and Research at (615) 741-0720 .
Inadequate quantities of test materials or ancillary materials are received.	Contact Assessment, Evaluation and Research. Document any shortages on your copy of the Shipping Order.
Large Print or Braille versions are not received.	Check all boxes. These materials are packaged independently. If the tests have not been received within two days, contact Assessment, Evaluation and Research.
Test materials are defective or damaged.	Contact Assessment, Evaluation and Research immediately. Return defective test materials separately per instructions.
Additional test materials are needed on the testing date.	Building Testing Coordinators should first contact the System Testing Coordinator. If the quantity of materials is still insufficient, the System Testing Coordinator should contact Assessment, Evaluation and Research.
A student is absent on both the regular and make-up testing dates.	Complete an answer document with the student accountability demographic information filled out correctly. The absent circle should be darkened in the Absentee status box of the Answer Document and placed under the appropriate Group Information Sheet.
An eleventh grade student fills out the student accountability demographic information in ink.	Go over the circles filled out in ink with pencil. This will enable the information to be scanned.
A student runs out of writing space on the answer document.	Do not give the student any extra paper. Only writing on the lines of the actual answer document will be scored.
A student is hospitalized on both testing days.	The Building Testing Coordinator fills out a Medical Exemption Request. They enter the request on the RI online website. The System Testing Coordinator reviews and approves online. They submit the documentation in the Breach Envelope and mail to Assessment, Evaluation and Research Division.
A test administrator coached a student during the actual administration of the test.	The Building Testing Coordinator completes a Breach of Testing Security Report . The System Testing Coordinator services and approves online. They submit the documentation of the local investigation in the Breach Envelope and mail to Assessment, Evaluation and Research Division.
NOTE: A completed Breach of Testing Security Report form must be mailed in the Breach Envelope directly to Assessment, Evaluation and Research, Attention: Writing, to explain any possible situations that suggest testing impropriety.	

